

Break

Out of amber

The Oxford Pre-school Research Group, which was set up by the Social Science Research Council last October with a grant of £80,000 is alive, well, a little exhausted and getting dug into the grass roots in Oxfordshire. In the first months much sifting of existing literature yielded a list of objectives and hypotheses to be tested by further small scale research projects. The development of flexible concentration was, they came to the conclusion, one of the key functions of pre-school education and it appeared this was influenced by relationships with grown ups, by interesting structured play materials and by the social rules which govern games, conversation and play.

The second stage, now beginning, involves working in local groups, around Oxford, both nursery schools and playgroups. Here a dozen mothers of pre-school children have been taken on at £1 an hour to work on the schedules by which both researchers or teachers etc can codify the children's observable behaviour: the length of time children stick to an activity; what links it has with the thing they move on to; what distracts them; what effect more structure has on their concentration.

This stage of the project has two aims. The first is to avoid what the project's guiding spirit, Professor Jerome Bruner, describes as the "number of the labels"—that is to bring the research out of learned journals and academic studies and into "a model county where people work together both formally and informally". That means working with the chief education officer and the local advisers. "They are the people who give you your visa" as well as with playground leaders and nursery school teachers.

The second aim is to see how far such studies act as "a technique of consciousness raising" for the teachers. The idea is to flow far they cause teachers to ask to what extent, for example, "children in playgroups are just cruising". For the aim of the pre-school project is to work out ways in which pre-school education can contribute to children's social achievement. Clearly to do that, they have to find out how to get people working with these children to change their ways to more effective ones.



"Politics nothing, I just wanted a Prime Minister with a name they could all spell."

Cliché-generating

"I am concerned that young people appear to attach little esteem to careers in the wealth-generating industries and in commerce... Mr Mulley told the Headmaster's Association recently, trotting out what seems to have become the cliché of the year. Sir Arnold Weissstock, Lord Bowden, you name them, they say it."

There is one man who has been saying it longer than most, with a sort of prophetic zeal—John Garner, director of the Industrial Society. Last week he was patrolling the wilderness armed with a little yellow card which he keeps in his wallet on which are the number of people graduating from Oxford last July who started work in industry—only 242 out of 2,081.

Authors' circus

"I can now say that I have written a story for children," Alan Garner told a gathering of teachers and librarians last week.

For those not in on the joke, Alan Garner is the author of *The Owl Service*, *Red Shift*, and other children's novels which have been widely acclaimed but often criticized on the grounds that their blend of mythology, history and arcane language is adult reading.

The author himself feels the reason why he writes for children is a question for pathology rather than literary criticism, but he is confident that his latest work, *The Stone Book* (due out in August) "can be read personally by anyone who has just learnt to read". It is the first part of a trilogy and although only 7,500 words long, he claims it has a novel's density, simplicity and allowance for three-dimensional characterization.

Garner, who rarely appears on a public platform, was the star of an

afternoon circus of children's authors put on by Collins for Hertfordshire schools library service. To make room for the event, the Mid-Herts Teaching Centre cancelled its usual courses. While Garner spoke only to adults, other authors entertained 800 children from 13 schools in class-size sessions.

A relaxed "afternoon off" atmosphere prevailed. Michael Bond showed seven-year-olds filmstrips of his new Paddington Bear television series. But his appearance was a disappointment for the children, he felt. "I think they expect a bear."

Anthony Buckridge, writer of the Jennings books, and Malcolm Saville, author of *Mystery at Witchend* and the Lone Pine Five adventure series, explained the craft of writing with readings from their books. Other authors included Felicia Law, a headmistress who has written many craft books, the New Zealanders, Ruth Craft, who writes stories for television, and chess experts, William McLeod and Ronald McGregor, who put into practice with 50 supposed non-professionals the pawn-by-pawn learning of their book, *Chess for Young Beginners*.

This was the first schools' event of this kind—it was dreamed up over a drink by the area librarian and Collins's sales head—for which Collins have marshalled their authors, but they are now planning some in other regions. Which, from a short-term point of view is all very praiseworthy, for the two senior salesmen who stood desultorily by a display of books all afternoon didn't exactly make vast sales.

The teachers seemed fairly sure that contact with an author had helped to open the children's reading horizons. But for the children, it seemed, the biggest hit was neither author nor book. In his talk, Professor Kenneth Mellanby, a conservationist and author of *Tulpa: The Story of a Mole*, handed round two dead animals. Long after authors had retired to cups of tea, groups of small boys roamed the corridors saying: "Please, where are the moles?"

Rawicki affair

Aristides' men on the move has been to Australia and writes: The journey may be 12,000 miles but once arrived Australia seems rather like a hotter version of the England you have just left, not least in education—apart, that is, from the odd palm tree in the playground or teacher wearing long socks and shorts.

Even the newspaper stories strike a chord. The week I arrived one of the national weeklies was waxing indignant over the 60,000 unemployed school leavers. One young man was quoted as saying:

"I didn't make it impossible. I didn't say I wanted to be a flea circus trainer. I said I'd do outdoor work or anything. But they didn't have a thing." Since then we have been reading about student accommodation problems, staffing ratio protest strikes, school cleaners pay strikes, parental alarm at declining standards, adult illiteracy, threatened educational cuts, and most of the other now familiar tales.

But there are differences. One of the most important seems to be the gulf between the arch-traditional, predominantly middle-aged elements on the one hand, and the younger, more forceful (but far less powerful) would-be innovators on the other. And this conflict has been emphasized in the state of Victoria by what is now known as the Rawicki affair.

Miss Rawicki, a rather glamorous and off-picturesque young lady (though none of the newspapers have so far managed to get hold of more than one and the same picture), was dismissed the high school where she was teaching, and after a long and private tribunal hearing was dismissed the secondary school where she had been unprofessional. Her union said that the method of dismissal had been patently unjust, that there had been a witch-hunt, and they called a week-long strike.

Behind the allegations of indiscipline, slack standards and slangy language the real problem seems to be how to bridge the gap between two vastly different traditions. One evening, some of Miss Rawicki's former pupils appeared on television and said that she had allowed them to smoke during break in class rather than go "secretly" behind the lavatory block.

"Good heavens," said one shocked middle-aged teacher to me in the following day, "and here I am having trouble trying to get my children to stop chewing in class."

Such potential flashpoints in Australia, as in Britain, won't be helped by the advent of chilly economic winds. Less than 12 months ago my colleague, writing a similar letter on this page, was able to observe the future of Australian education with enthusiastic optimism. He could do so no longer.

The short-lived Labour Government, for all their spectacular blunders, and pushed through a great number of small, solid and overdue reforms, particularly in education and social affairs. This in turn encouraged a variety of local initiatives.

The new Schools Commission, for example, spearheaded a federal drive to update schools, and kept some funds aside to encourage innovation. Tertiary fees were abolished, and aboriginal students were given generous grants. Funds for special schools went up from £3m to £40m—and the total amount of money spent by the federal government on education increased from £250m to £1,250m.

But it didn't last. The emergency Labour budget last autumn put the brake on federal government spending. Then came the sacking of Gough Whitlam, and the overwhelming electoral victory of Mr. Malcolm Fraser and the Liberal/Country Party coalition. Since then the future for education has looked far from bright.

The Schools Commission, for example, are likely to lose their money available for the innovation programme has been axed. More generally, the new government have made clear their commitment to cutting federal spending, to increasing the autonomy of state education departments, and to generally returning the old family traditions.

Straight flush

One teachers' institution which however safe from the axe is the Sydney Teachers Club, said to be one of only two such clubs in the world (the other is in Dublin). Occupying one floor of the teachers' union building in Sydney, it is run as a separate, independent institution. For just £6 a year, 3,000 members can enjoy more than just a whiff of city-centre luxury: deep carpeted bar, television room, games room, restaurant with dancing, subsidized food and drink, free snacks in the evening...

The secret lies in the club's poker machines. New South Wales is the only state to have licensed them, and so, helped by the low standards of pubs, this has created a business with a turnover of £1,000m a year. The teachers club is one of the more modest of the state's 1,500 clubs, with 20 poker machines placed comparatively discreetly around the bar.

After ray these machines pay £50,000 for the club—but some people are not satisfied with the "The trouble with teachers," the secretary manager told me, "is that they want to come down here and debate and discuss. They do not want to play the machines."

Next week

The ages of man; Stella Sinclair looks at changing styles in our view of history; Kenneth O. Morgan reviews a new book on Lloyd George.

How are education cut actually made? The first of a two-part investigation by John Christian into budget-making in Oxfordshire and Liverpool. Books: Bernard Crick on Bakhtin; Tom Howard on Lord Wolfenden; special reviews of books on all aspects of religion.

TES Extra: NUT conference and exhibition.

THE TIMES Educational Supplement

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KIPPERS POSTED TO ALL PARTS OF THE COUNTRY

BOYS' KIPPERS

Dennis Wilcox

CRABS & LOBSTERS

ALL PARTS OF THE COUNTRY

A touch of the sunlit uplands

"No relief, Fortescue, from the cares of office..."

"No, Sir."

"I waited all day expecting—hoping, you might say—the call which would take me to the back benches."

"No, Sir."

"Condemned to soldier on... how I envy Barbara freedom..."

"Yes, Sir."

"Alas, poor Crowther-Hunt, I knew him well..."

"We all did, Sir."

"So, back to the grindstone—the NUT at Scarborough, celebrate a great secular festival of the educational leader by pouring out my own libation of honeyed words..."

"As you say, Sir—we need a line for the speech..."

"The usual judicious blend of realism and fantasy, Fortescue..."

"Yes, Sir. I took the liberty of asking for an all-purpose draft, with room for your own additions..."

"Excellent! We shall have to start with something about the past year. Not easy."

"Well, Sir, how about: 'It's been a year of great movement/desperate peril/genuine promise/exceptional difficulty/steady consolidation'. Delete whatever you like."

"Delete nothing."

"And then there's the economic situation. The Office say you ought to lay it on the line. I thought maybe: 'It's my duty to tell you the party's over/the game is up/now many beans make four/you're doing a fine job...'"

"Like it, Fortescue. Perhaps we should add: 'I see nothing or no room for significant growth in education... everyone knows that means cuts all round.'"

"I will make a note of it, Sir. It is a formula with which the computer which writes the speech is familiar."

"Let me see, Sir—it's a few years since we did this."

Here we are: "A few words now about the shortage of teachers/expansion of the colleges/married women returners/Box and Cox."

"Who on earth are they? Is that Black Paper Cox?"

"No, Sir, a famous duo in the teacher education world a few years ago."

"Well, it won't do, Fortescue. You'd better make it: 'Maintaining pupil:teacher ratios/early retirement/compulsory redundancy/chopping the colleges in half'."

"Fortescue, you winced!"

"It was nothing, Sir. I am sure we can find a formula."

"I see what you mean. Well you can always use standbys like 'rationalization' and 'regrouping', or even 'important measures to raise standards in the long term'. I find that very useful."

"We need something for the peroration, Sir. The old sunlit uplands bit."

"I'm not really a peroration man, Fortescue. I could mumble something about the debt society owes to the profession."

"Or how deeply concerned the Prime Minister is in all educational matters. Last week he put his hand on my shoulder and said: 'Keep them on the rails, Fred.' Then, quick as a flash, he remembered I was no longer at Transport, and added—the elementary schools, I mean."

"I don't think that would do, Sir."

"How about another go at education's contribution to the wealth-producing sectors of the economy—or a re-statement of faith... our Government's manifesto commitment to the 16-19... vast pilot projects which will transform the further education scene in less than two generations... our determination to stand by our convictions even in this hour of darkest economic crisis..."

"Well, Sir. Something like that."

Poly told to pull up socks

Brighton Polytechnic plans to spend more than £3m on improvements after a critical report by the Council for National Academic Awards. Stephen Cohen reports page 3

Capitalism in easy stages

The Confederation of British Industry this week launched its £200,000 Understanding Industry Project to produce teaching materials on "the bread and butter facts of economic life" page 3

Science diary, page 7
Witches and erot, Letters, page 9
Comprehensives and exams: teacher training; the 16-plus. Foreign, page 8
Republic of Ireland: union set to protest over untrained primary staff? Sweden: call for wider powers for local authorities.
Books, pages 15-20
Bernard Crick on democracy; Tom Howard on Lord Wolfenden; social studies: education: children's literature; biology; religious books.
Resources, pages 21-23
Frances Farror on Necta; page 26

No comment

"Mr N... is seeking a boarding school for his 15-year-old son Ronald. Morally he is most acceptable in that he does not smoke, drink, take dope or chase girls, but he is disagreeable to his parents and his three younger sisters." recommendation sent by an educational agency to head of independent boarding school.

EEC action

European Parliament approve education action programme, but agree that cooperation should not extend to curriculum page 4

Fairer shares?

Leaders of the National Union of Students will get £15 a week less after the union's conference voted to tie their salaries to grants. page 5

Come wind or high water

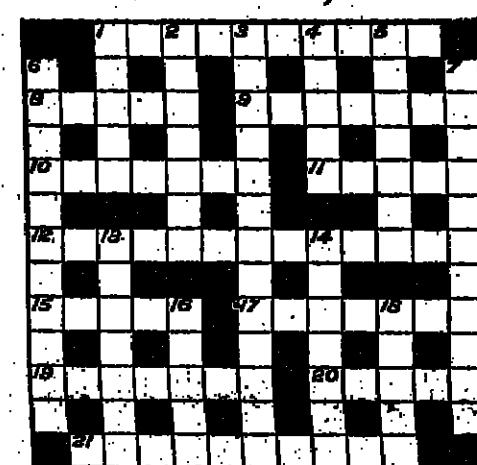
The beginning of a two-part TES special investigation into local authority budget-making. First, how Oxfordshire made up their mind and stuck to it. pages 11-13

report on the Pepsys project at the National Portrait Gallery; Delfra Griffin reviews materials for drama. Arts Review, page 54, 55
Bernard Crick on fashion: Stephen Barber on music: Barry Fantoni on Jacques Brel; theatre (7); education: television; drama.
Leaders, page 2; Personal column, page 4; Sport, in brief, People, page 30; Book Crossword, Maths teaser, page 56.

Classified ad

index page 26

Crossword No 1,028



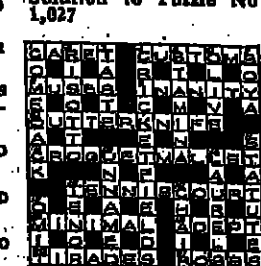
Across

- Spanish Land's End (10).
- Speed merchant who offends against discrimination law? (5).
- One legally bound to you? (7).
- Horicultural devotee? (7).
- Track for trailers (5).
- Hospital patients preparing to go home (8, 5).
- May be a baby or an old man (5).
- Pseudo orange is illicit to the horticulturalist (7).
- Hangers on of Cato and Zeno (7).
- A main point is to let the grazing (5).
- But VIPs expect to sit here (5, 5).

Down

- Means of recognition for loud ones (5).
- They ruined the manor from north to south (7).
- Do they play the angler lead? (8, 5).
- Mohammedan version of Lucifer (5).
- Back passage (7).
- Exotic but not a gay Aussie (5, 6).
- Not the denomination of all demonstrators (11).
- No trace of the lawyer (7).
- A pointless ceremonial weapon (7).
- A diamond practice ball (7).
- She really lives in the spring (5).

Solution to Puzzle No 1,027



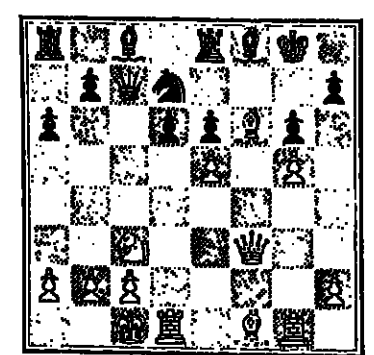
Chess

The Weakening Pawn Move

The patterns of attack and defence against and in that excellent and most popular opening, the Sicilian Defence, are well marked and familiar, but are none the less difficult for the ordinary player to conduct successfully. Basically speaking, White concentrates his attack on the King-side, after having first secured adequate control of the centre so as to enable his pieces to traverse the vital central squares unimpeded by enemy action; Black meets the attack with an economic defence as possible and, as it were, a counter-attack on the Queen-side, chiefly along the QB file.

Now, while the broad design is plain and straightforward, its execution is tricky and, depending as it does on circumstances that are constantly changing, of a nature so demanding that even experts have been known to go badly astray. A reader once asked what I had against the Sicilian since I gave so many brilliancies that White won against it. Since I often used the defence myself I prejudiced against it.

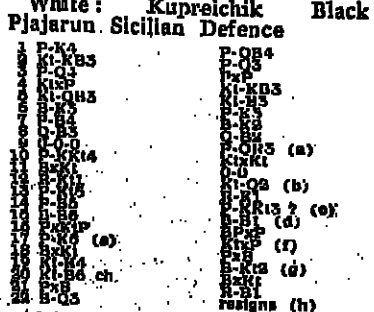
And yet there are a number of most helpful rules to aid the defending side. The one best transgressed states that the best defence to the castled King is an unmoved



Position after White's 17th move

pawn chain in front of it. In the following game, which was played in an international tournament at Pärnu, in Estonia, last year, Black does the right defensive moves. But, under attack of a heavy attack, cannot resist the temptation to move his KKtP, and suffers a severe defeat.

White: Kupreichik Black: Pajlarun Sicilian Defence



(a) Necessary, since White was threatening to drive the Queen back to Kt1 by Kt(Q4)-Kt5.

(b) Not a bad manoeuvre since the Knight can either go to K3 where it is very strongly placed or else eventually to K8 where it defends the King well. He also threatens to relieve the pressure on his King-side by 13... B-B3. White takes immediate steps to prevent this.

(c) A weakening of the King-side that soon has fatal consequences. He should have left the pawn severely alone, since, if moved, it provides the best defence to the King. 14... Kt-B1 was a good move, and even better was 14... Kt-K2 as already indicated.

(d) Capturing twice on K3 would be ruinous; e.g. 15... Kt-K3, 16... P-Kt3, BxP; 17... BxKt, 18... PxB ch and White wins.

(e) A very strong move that gives his Kt the vital K4 square.

(f) P-Q4 would not do because of 18... Kt-P4 and 19... P-Kt1; 19... Q-P4 followed by mate.

(g) If 19... Kt-K1; 20... Kt-B3, 21... B-Q3 threatening BxKt with an irresistible attack.

(h) B-P is threatened. If 22... Q-B2; still 23... BxP and Kt-B3, 23... QxP; 24... Q-R5, Q-B5 ch; 25... Kt-K1, P-R3; 26... B-B3 ch, Kt-K1, 27... Q-RK1, Q-Q7 or K6; 28... R-K1 etc.

(i) Necessary, since White was threatening to drive the Queen back to Kt1 by Kt(Q4)-Kt5.

(j) Not a bad manoeuvre since the Knight can either go to K3 where it is very strongly placed or else eventually to K8 where it defends the King well. He also threatens to relieve the pressure on his King-side by 13... B-B3. White takes immediate steps to prevent this.

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(l) Capturing twice on K3 would be ruinous; e.g. 15... Kt-K3, 16... P-Kt3, BxP; 17... BxKt, 18... PxB ch and White wins.

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(o) If 19... Kt-K1; 20... Kt-B3, 21... B-Q3 threatening BxKt with an irresistible attack.

(p) B-P is threatened. If 22... Q-B2; still 23... BxP and Kt-B3, 23... QxP; 24... Q-R5, Q-B5 ch; 25... Kt-K1, P-R3; 26... B-B3 ch, Kt-K1, 27... Q-RK1, Q-Q7 or K6; 28... R-K1 etc.

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(v) P-Q4 would not do because of 18... Kt-P4 and 19... P-Kt1; 19... Q-P4 followed by mate.

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(x) B-P is threatened. If 22... Q-B2; still 23... BxP and Kt-B3, 23... QxP; 24... Q-R5, Q-B5 ch; 25... Kt-K1, P-R3; 26... B-B3 ch, Kt-K1, 27... Q-RK1, Q-Q7 or K6; 28... R-K1 etc.

(y) Necessary, since White was threatening to drive the Queen back to Kt1 by Kt(Q4)-Kt5.

(z) Not a bad manoeuvre since the Knight can either go to K3 where it is very strongly placed or else eventually to K8 where it defends the King well. He also threatens to relieve the pressure on his King-side by 13... B-B3. White takes immediate steps to prevent this.

(aa) A weakening of the King-side that soon has fatal consequences. He should have left the pawn severely alone, since, if moved, it provides the best defence to the King. 14... Kt-B1 was a good move, and even better was 14... Kt-K2 as already indicated.

(ab) Capturing twice on K3 would be ruinous; e.g. 15... Kt-K3, 16... P-Kt3, BxP; 17... BxKt, 18... PxB ch and White wins.

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(ao) Necessary, since White was threatening to drive the Queen back to Kt1 by Kt(Q4)-Kt5.

(ap) Not a bad manoeuvre since the Knight can

EEC look at 'equivalence'

by Brian Moore

The European Parliament last week gave a general welcome to the decision of the Council of Education Ministers to draw up an "action programme" on education. However, one British MP felt that any decisions on the curriculum should be left to those who already had responsibility in the various member states.

A motion for resolution on the action programme, tabled by various MPs from the Common Market, contained 16 points and all were adopted.

One of the points was that to achieve closer equivalence between educational systems and the free movement of school children and students, the content of education in the different states should be examined "with a view to cooperation".

But the Conservative for Lancaster, Mrs. Elaine Kellie-Bowman, moved an amendment by adding that curriculum decisions should be left in the hands of those who already had the responsibility. The amendment was carried.

Speaking on another part of the resolution, Mrs. Kellie-Bowman said educational deprivation did not begin at seven or 11, but at the age of two or three in homes where books or papers were rare.

"It is vital that children from such homes should have the opportunity of beginning their education

early and any extra money available in times of educational stringency, should go to nursery education", she said.

Mr. Richard Mitchell (Southampton, Ichna, Lab) said Mrs. Kellie-Bowman's amendment should be supported because the stage had not been reached where European curricula could be laid down.

There was a great deal wrong with the present method of organization of European schools. "I would like to see methods investigated whereby teachers and parents could play a greater part in organization. I am not happy, either, with some of the curricula in European schools."

That did not mean that everything had to be harmonized, but it was important to respect the various educational systems and cultural systems in Europe.

For the Christian Democrats, Mr. Marcel Vandewiele (Belgium) drew attention to the "nightmare of hundreds of thousands of young people, many of them graduates, sinking into sloughs of despair because they could not use their skills and learning on the labour market."

"Educational policies must in the EEC aim to create equal opportunities with access to all forms of education for all, particularly unskilled and other institutions of higher education. That is a subject which should be thoroughly scrutinized."

Mr. Michael Yeats, an Irish MP, for the European Progressive Democrats, said while he welcomed the action programme, it was a little bit misleading because there was a good deal more study than action proposed, and a good deal of study at that.

One difficulty that should receive attention was that of migrant workers. There are one million of them, with children between four and 18, and that presents grave educational difficulties, especially in those areas where they are concentrated.

The so-called action programme did little to help because the "action" was left to the national governments and not to the Community.

The resolution welcomed the initiative of the proposed programme, but expressed surprise that the title of the council's decision related to "Ministers of Education meeting with the council", which therefore reduced its community status and scope.

It also called for a thorough investigation into equality of opportunity concerning admission to higher education and the restrictions on the numbers of students admitted, and hoped that the council, at their next meeting, would discuss measures proposed by the European Parliament for the reform of European schools.

OU scheme too much for poorly qualified

The Open University's pilot scheme which gives poorly qualified 18 to 21-year-olds the chance to study for a degree is likely to be dropped because the students cannot cope.

The three-year scheme was intended to measure the success of students without A levels. Fifty hundred places were offered in 1974, but only 350 students registered; nearly two-thirds of them had less than two A levels.

In 1975 more than 500 registered; again, two-thirds were unqualified in the traditional sense. This year 480 students enrolled.

The trials of studying for the Open University—up to 20 hours a week—is normal—has proved too much for many of the young people. The drop-out rate is expected to be much higher than anticipated.

Open University officials refused to comment on the failure of the scheme this week, but confirmed that a research report will be published this summer. They were reluctant to say anything while the research was continuing because of the effect this might have on the students' behaviour.

Mr. William van Straubenzee, Conservative MP for Wokingham and a former junior education minister, indicated the closure of the scheme in a speech to the university's student association in Bristol last week.

It was during his time as Minister of Education that the university was founded to accept students who "I take this opportunity of saying I am now doubtful about."

"I defend our decision to do an experiment and I want to say nothing which might discourage people at present taking part in the self-discipline required by the Open University."

Mr. van Straubenzee also said that the Conservative Government elected in 1970 had considered the university's policy of continuing to accept students with low qualifications.

"Many Conservative Ministers have been known to be hostile to the Open University, not that they are hostile to the concept per se, but because of the cost and growing public expense which it would demand."

Students take the axe to their officers' salaries

Students continued their executive during the debate on the NUS constitution. A short amendment, tabled by Salford University, cut the salaries of the four executive officers by £800 each a year.

The president, his deputy, the secretary and treasurer, will now be paid a rate tied to a student's grant. They said they must face the same financial plight as other students.

They were less likely to be re-elected to the membership, the amendment said, if they were much better off.

Despite their strong opposition, the full-timers will now get 52 per cent of the union's income. They said they must face the same financial plight as other students.

The amendment was decisively rejected by 32,810 votes to 110,516. The second amendment, from the extreme left, agreed with the condemnation of a national ballot for the top four posts, but demanded proportional representation for the bottom 11 candidates for the first time.

The amendment was also thrown out by 306,713 votes to 156,317. After these two sepiet debates, the rest was academic. Each amendment was lost or declared undebatable. The Broad Left grouping won the day, despite the setback in the pay cut. As a concession, however, a survey of local union democracy will be mounted to find out how colleges elect their delegates. A one-day conference will also be held to discuss the union's structure.

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NUS conference at Llandudno reports by Stephen Cohen

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Charles Clarke: bleak outlook on pay.

Fircroft query

A telegram was sent to Mr. Fred Mulley, the Education Secretary, calling on him to publish the results of the inquiry into Fircroft College, Birmingham. The college was closed by the governors after students took over the direction of their courses.

Mr. Bob Millsom, leader of the Save Fircroft Campaign, told the conference that Mr. Mulley had had the report for five months. "He must be a slow reader", he said.

Fircroft is a mature students' college mainly for trade unionists from industry. It is one of seven independent colleges aided by the Department in a similar way to direct grant schools.

The Government's policy of charging overseas students higher tuition fees should be treated as any other discriminatory action and brought within the scope of the race laws, the conference decided.

Universities should reduce the fees to the same level as those paid by British students. A series of lobbies, pickets and "properly coordinated disruption" will be organized to influence university senates.

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President censured

Delegates at Llandudno showed their strength to the NUS executive by demanding, and winning, the right to elect their own delegation to European student summit meetings.

Accusations of a pro-Soviet bias in the executive made at the beginning of the conference prompted the demand, which was bitterly opposed by the ruling Broad Left. They argued that the executive were accountable to the conference and should preserve their right to choose the four-person team.

But the actions of the delegation to the last summit in Bucharest in December so incensed the students that they overturned the executive's right and held an election for three delegates. Eighteen put themselves forward.

Delegates were mainly angered by the communiqué issued after the Bucharest meeting which claimed that women were "totally oppressed in the west", but which did not mention that abortions were illegal in Romania.

The communiqué demanded an end to terror and repression in Chile, the release of political prisoners and the restoration of human rights and academic freedom.

There might be a recount however, since Mr. Fekete was only marginally ahead on the sixteenth and final count.

Having voted themselves the right to elect their international representatives, the conference added insult to injury by rejecting the communiqué and censuring the president, Mr. Charles Clarke, and his deputy, Mr. Alastair Stewart.

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doms, but the same demands were not made of the Eastern Block.

Several students who put themselves up for election condemned the whitewashing of the Soviet Union in the executive's report on their international affairs over the past year. One, Mr. David Brew from Strathclyde University, announced that as he was a qualified interpreter, he was the best person for the job.

Miss Catherine Ellis, Leeds University, said she was fed up with political in-fighting and sectarianism and as she was the only woman standing, ought to be elected.

Mr. Peter Ashby, next year's deputy president, came top of the poll, followed by Mr. Andy Durgin, from Portsmouth Polytechnic, and Mr. Tony Fekete, a Conservative from Edinburgh University.

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Republic of Ireland

Union set to protest over untrained primary staff

from our correspondent

DUBLIN The normal production of trained teachers, which runs at more than 1,000 a year, will not be resumed until 1977, when the first of the three-year-trained teachers graduate.

To remedy the expected shortfall this summer, therefore, the Department of Education has authorized entrance to one of the training colleges for about 50 extra teachers in the middle of June. These teachers, who will have to pass a test of their practical teaching ability and a test in Irish before being accepted, will be eligible for the same salary and increments as two and three-year trained teachers after a course lasting only eight weeks.

Most of them will be untrained teachers, some of whom have been working in the schools for many years, who were given notice at the end of last summer in order to make room for last year's unusually high output from the profession.

In effect, the only student teachers who will be graduating this year are the 300 or so graduates who have taken the one-year course for graduate entrants to the profession.

Odd-men-out may halt merger

The anomalous status of teachers in the Republic's post-primary schools who are also members of Roman Catholic religious orders may turn out to be one of the major stumbling blocks to an attempt to merge the country's two major teachers' unions. A merger is due to be discussed during the teachers' conferences later this month.

There are more than 3,500 teachers concerned, and most of them do not belong to any trade union. Recently, however, the Teachers Union of Ireland, which organizes teachers in the 300 vocational schools run by local authorities, opened its membership to private and non-state schools, and to teachers in the local authority schools. Only a handful joined, but membership remains a possibility for the others.

Those who have joined have apparently been assured by the TUI that their right to remain members of the union—and that of their fellow-teachers to join if they want to do so—will not be negotiable in the discussions which are currently taking place on teacher unionism. A merger is due to be discussed during the teachers' conferences later this month.

The problem is that the constitution of the ASTI excludes religious teachers from membership of the union. The grounds are not stated, but they are generally believed to be based on a fear that such teachers would swamp the lay members and would have to obey their religious superiors rather than democratically arrived at union decisions, in cases where there was a conflict.

Italy

Qualified leavers continue to steer clear of manual work

from Dalbert Hallenstein

MILAN The marked tendency of qualified Italian school leavers to reject manual work, even in the present age of acute unemployment, has been confirmed by a test conducted among the 272 final-year pupils of a State commercial school in Modena.

The pupils were asked what they thought of recent Communist and Socialist Party proposals to offer temporary State-subsidized relief work (in such fields as reforestation, museum guardianship and assistance to the old and underprivileged) to young people unable to find work after leaving school or university.

Forty-five of the pupils failed to answer the questionnaire, while 49 said that they were totally uninterested in the proposals.

Of the 178 who felt that the proposals were valid, only 67 were prepared, in the case of prolonged unemployment, to do manual work. The remaining 93 declared that they would accept only work of a clerical or administrative nature, despite a provision in the Communist and Socialist proposals to pay manual relief workers about £100 a month, instead of £60 for clerical or administrative workers.

A recent study by the Social Research Community of Milan shows that at present 80 per cent of Italy's available manual workers are employed, while only 54 per cent of recent school leavers with diplomas have found jobs.

The study estimates that by 1990 the percentage of qualified young school leavers able to find jobs could fall to 46 per cent unless "attitudes to manual work change radically".

United States

Let there be light . . .

from Thomas Cahill

NEW YORK Three hundred cleaners will lose their jobs this week, and thus join in unemployment the 600 cleaners dismissed in previous cutbacks.

Further reductions in cleaning and maintenance are expected in the near future. These are likely to include cuts in the sweeping of classrooms and corridors and the mopping up of cafeteria floors.

Meanwhile, according to Mr. Rodman Bleimeyer, president of the local Service Employees' International Union, the schools are already "a threat to the health of students because of the earlier reductions".

Two measures are expected to save \$725,000, and are two more of the many small attempts the city is making to rescue itself from fiscal disaster.

Holland

Part-time plan for over 16s curtailed

from Arnold Lissauer

AMSTERDAM It is expected that the present part-time compulsory education scheme for 16-year-olds—two days a week—will not now be extended to those of 17 years of age as was planned.

This has emerged from a meeting of the Education Committee of the Lower House dealing with the recently-published White Paper regarding the proposed so-called "participation system", the dual aim of which is to train young people for a job and to stimulate the development of their personalities through creative activities.

The plan envisages that pupils from the age of 16 can get short-term apprenticeships with, for instance, industrial and other firms and work practical work within the framework of other organizations, such as charitable bodies.

This ambitious scheme has already run into many difficulties, one of the principal being the amount of youth unemployment. Most employers do not want to take on young workers who will not be productive during two days a week. Many firms appear to be indifferent about further education of their work staff.

Nor do they like the idea of "critical workers" which the scheme might produce.

Australia

Tomorrow's child goes on nursery waiting list

from John Kirkaldy

SYDNEY Unborn children are already on waiting lists for most of Australia's kindergartens. The cause is the overwhelming demand for places which far exceeds supply. In south-west Sydney, for example, the New South Wales Kindergarten Union has waiting lists at various centres of over 300.

In South Australia, the union estimates that 16,000 children are competing for 13,700 places. In NSW the total waiting lists have been estimated to be about 8,000 places.

Kindergarten legislation, which was about to become law last November, was cut short by the surprise general election. Under this the then Labour Government proposed to take control of administration and subsidization of non-government-run organizations.

Senator John Carrick, the present Minister for Education, has so far made no announcement about kindergartens. There are unlikely to be any proposals until next month when the Government has completed a survey of the structure of Federal administration.

In their election manifesto the Liberal and National Country parties stated that "pre-school education should not be seen as exclusively the responsibility of Government, whether State or Federal".

France

Teachers stay cool on reforms

from William Farr

PARIS Fifty-seven per cent of teachers consider that the Haby law to reform the educational system (T.E.S. March 26) is just another change which will do nothing to solve real problems, according to a poll organized by *Sofres* for *Le Nouvel Observateur*. And 25 per cent consider that it will dangerously worsen the present situation. Only 1 per cent give it complete approval, while 10 per cent consider that it will help to bring about some useful changes.

The poll findings are buttressed by the critical and hostile attitudes of the teachers' unions. And opposition by university teachers and students to the recently announced cuts in the second-cycle courses (T.E.S. April 2) closed down universities throughout the country.

New, writing in the current issue of *Le Monde de l'Education*, Frédéric Gausson, its editor, says that for 15 years every reform in education (with the one exception of the higher education law adopted unanimously in December,

Sweden

Local authorities 'should be given wider powers'

from Mike Duckenfield

STOCKHOLM State subsidies to local education authorities should be adjusted to allow for regional variations in costs and not based on "national average" figures, according to the latest report from the commission investigating the division of responsibility between central and local government.

The 420-page report, *Skolans ekonomi*, is the fourth to be published by the SSK commission (*Skolans, statens och kommunernas*) and analyses school costs under the present subsidy system.

Set up in 1972, the commission, led by Mr. Jonas Örling, director-general of the National School Board, and comprising 10 members and 55 experts, aims to give more power to local authorities and complement the recent SIA investigations (T.E.S. April 2).

At present the State meets about half of the least school bills principally covering teachers, and headmasters' salary costs. However, the State's contribution towards the authorities' gross costs has declined slightly during the past decade from 53.7 per cent to 49.3 per cent.

Correspondingly, the authorities' expenditure on education has increased from 23 per cent to 26.1 per cent of the total local government gross budget. In net terms it



Kindergartens: legislation delayed.

It also called the existing facilities for non-government-run organizations. Senator John Carrick, the present Minister for Education, has so far made no announcement about kindergartens. There are unlikely to be any proposals until next month when the Government has completed a survey of the structure of Federal administration.

In their election manifesto the Liberal and National Country parties stated that "pre-school education should not be seen as exclusively the responsibility of Government, whether State or Federal".

Rhodesia

First top post for Black 'on merit'

from Douglas Morrison

SALISBURY Mr. A. J. Smith, Secretary for African Education, is soon to announce the appointment of Rhodesia's first African provincial education officer, the most senior executive rank outside the central administration.

Mr. Smith told me that the appointment would be announced in the next few weeks as part of the policy of "advancement on merit", a policy which has been little help to him in furthering his wish to see more black people in the more noticeable in most ministries and which has, accordingly, been regarded with derision by the Afrikaner population.

Mr. Smith also said he would be announcing the acceptance of F2 (technical) and vocational junior secondary schools as equivalent qualifications for apprenticeship and teacher training.

F2 schools and F1 (academic) senior secondary schools now take about 25 per cent of all African children who start primary education. The remaining 75 per cent do not go on to secondary education.

LETTERS

Statistics 'juggled and redealt'

Mr Baldwin (April 2) and Mr. Spedding (March 26) are under no unhappy at the recent "Great Comprehensive Gamble", a survey purporting to show that comprehensive education was having a deleterious effect on exam results.

Originally, Mr Baldwin claimed that the consequences of ending selection at 11 was "to lower the school leaving performance". But this claim is not substantiated by the statistics of education, however juggled and redealt.

Statistics extrapolated from Mr Baldwin's own survey show that comprehensive schools have improved their performance faster than selective schools. Since comprehensive schools started from a lower level, this fact is particularly impressive and hardly the product of a selective school with lower educational standards.

The overall exam performance for the period considered is much improved. Between 1963-64 and 1974-75, the proportion of second-year pupils in comprehensive schools rose from 7.4 per cent to 24 per cent. At the same time, the percentage of school leavers with no qualification dropped from 6.5 per cent to 2.1 per cent. (This difference cannot be entirely due to the introduction of CSE). Between 1963-64 and 1973-74 the

number of leavers with one, two, three or four CSE O levels rose from 14.7 per cent to 24.4 per cent. The improvement in the percentage of leavers with one or more O levels has also increased—from 2.1 per cent to 3.3 per cent. If comprehensive education was lowering educational standards, would such rapid improvement have been possible in a period when more and more schools have become comprehensive?

The redistribution of leavers (and when comparing the results of leavers we must compare the type of school those leavers come from, not the change in the grammar school percentage for pupils) shows that the comprehensive schools which simply removes the rationale for Mr Baldwin's survey. Can one doubt that 10,000 extra higher-ability children in one sector (with a concomitant 10,000 too few in the other) will make a substantial difference in the distribution of exam successes between 1966 and 1972?

In his letter, Mr Baldwin states that "the proportion of grammar school leavers in the selective sector is affected by the fact that pupils at modern schools have been moving on longer, so reducing the number of leavers and raising the grammar school share of the total". But, in a time series over eight years, any modern school leavers staying on will eventually leave—the one or two later than they would otherwise have done.

This could not have affected the comparison.

It is interesting to see that the anti-comprehensive camp is unsure how to measure the effect and extent of creaming, while Mr Baldwin uses such a measure. Mr Spedding doubts "if a reasonable hypothesis exists (both as to extent and accuracy of creaming)", while Mr Baldwin "took as comprehensive any area with more than 95 per cent in comprehensives".

Statistically, the broad overall picture of exam results is encouraging. Both sides will admit that creaming is affecting comparisons between sectors, whether measurable or otherwise. The proportion of grammar school pupils in the selective sector has depressed the results of the comprehensive sector, while improving the performance of selective schools. Comparisons between the two sectors is entirely subjective.

This letter supports my original point, which was to condemn the invalidity of statistical "proofs" as an element in the comprehensive debate. There appears to be no statistical grounds for halting, or for that matter speeding up, the changeover to a fully comprehensive system. I repeat, decisions about children's futures must not be made with reference to inconclusive statistics.

TONY FRAYERS,
Centre for Institutional Studies,
North East London Polytechnic.

Ball in Schools Council's court

Mr. Many of the recent comments in the *TES* ("NUT refuse to give up the ball") report (April 2) that the NUT refused to give up the ball in the fight to keep the school-based assessment system, but the essential issue, of the need to change our dual system of CSE/GCE and to put the ball back into the middle years of schooling, seems to have faded into the background. One hopes we do not miss the boat by concentrating on side issues.

The complementary debate on secondary curriculum, as typified by the *TES* features on "Core Curriculum" is relevant. In his article Hugh Baines argues for school-based assessment, but concedes the need for some national and/or regional system too. More recently H. G. Macintosh suggests that society requires some form of national examinations as an acceptable control system; they also provide for comparability of standards and supply a form that is acceptable to employers throughout the country.

At a recent meeting of local school boards held to consider the Schools Council report, there emerged a feeling that the Schools Council should be asked to produce a document on assessment at 17-plus and 18-plus: proposals for the future—to be implemented by 1991.

The trauma caused by change has been a feature of the recent education scene. If all the proposals in the present debate on examinations offer constructive contributions from the wealth of expertise and experience that exists, then it will be possible to provide the best, long-term solution to this vital issue of the curriculum (sorry, assessment), and so provide the sort of stability that has been lacking in recent years.

B. FRASE,
Faculty of Educational Studies,
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B. FRASE,
Faculty of Educational Studies,
Plymouth Polytechnic.

How could we have done better?

Mr. "In 'Could we have done better' (March 26) Barry Paterson of this school, was reported as saying that he wished to take a little help to him in furthering his wish to see more black people in the more noticeable in most ministries and which has, accordingly, been regarded with derision by the Afrikaner population.

Mr. Smith also said he would be announcing the acceptance of F2 (technical) and vocational junior secondary schools as equivalent qualifications for apprenticeship and teacher training.

F2 schools and F1 (academic) senior secondary schools now take about 25 per cent of all African children who start primary education. The remaining 75 per cent do not go on to secondary education.

tations with his tutor. He was considered by our higher studies committee and we dealt with his UCCA application in the usual way.

We have records of the advice given him, sometimes verbatim and sometimes in note form, and these records show the steady steps by which he moved to his present ambitions. His five UCCA applications all produced offers, and one of these was indeed from Bath University for aeronautical engineering. We have made no other moves in the matter since things seemed to be going well for him.

Neither the careers department nor the school is a placement organization, but I find it difficult to see how one could advise or monitor the application of a pupil more thoroughly.

Mr. NEWMAN,
Matthew Arnold School, Oxford.

Pundits miss the point of 'A Martyr to the System'

Sir,—What an amazing and revealing failure of the pundits to perceive the message of BBZ's *A Martyr to the System* (April 2).

The play concerned the teaching practice of a young, idealistic graduate, whose attempts to help his pupils to learn what they wanted to know led to sexual discrimination and the showing of a pornographic picture in the classroom, with inevitable results in the student's exclusion from school and a delicate political situation between college, school, students' union and supervisors.

The subsequent discussion, possibly steered by its producer away from direct attention to the play, entirely missed the central problem in initial teacher training, namely the gross mismatch between the cultural, ideological and moral lives of those engaged in it. The poor supervisor, constantly changing from jeans to school suit and tie and in an agony of embarrassment during the said classroom events (sympathizing with the student but having to negotiate the system himself) was a perfect cameo of this.

In the studio even Michael Mar-

land reduced "theory" to the role of deciding what is taught, to whom, whereas what essentially confronts anyone seriously concerned to improve practice through reflection is a major task of reconciliation between ways of life that look desperately at odds with one another.

This task of reconciliation will, in my view, have to bring teachers and trainers closer to students, in at least one important respect. What students share with children is a lack of vested interest in the status quo and a consequent greater ability to see things afresh. The closer the discussion about what is wanted in the schools themselves the better.

Perhaps even more effort ought to be going on to locate more of teacher training (and teacher trainers) in the schools, thus helping to release the potential power of schools to act as centres of cultural debate and renewal, contributing to school-based curriculum development and releasing those expensive college facilities for continuing education.

MICHAEL GOLBY,
Lecturer in educational studies,
The Open University.

Personal points of view

Sir,—It is to be hoped that members of the Warnock Committee will prevail upon their chairman to refrain from expressing any more opinions in public on contentious issues directly related to the committee's terms of reference. To announce, as Mrs Warnock did to the Headmasters' Association conference, that she was speaking "in a personal capacity" seems extraordinarily naive for the chairman of an official inquiry.

If the report in the *TES* on her speech is accurate, Mrs Warnock seems prepared to disregard "most of the evidence" given to her committee on the question of integrating handicapped children into normal schools. The evidence may not justify this disregard—

those outside the committee are in no position to judge—and I for one will be interested to read carefully the considered view of Mrs Warnock's expert committee in due course. The committee's views and recommendations on the value of the traditional education, order and discipline for "aggressive misadjusted children" will also be of great interest.

However, Mrs Warnock must surely realize that such issues are complex; they are not resolved—or even helped—by premature personal statements by individual members of the committee or by the chairman.

RONALD DAVIE,
Professor of educational psychology,
University College, Cardiff.

COURSES

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TES SPECIAL INSETS 1976

A complete list of the special insets due for publication in the *TES* during 1976 is available. The list, which gives the publication date and subject matter of each inset, can be obtained by writing to:

The Advertisement Manager,
The Times Educational Supplement,
P.O. Box 7,
New Printing House Square,
Gray's Inn Road,
London WC1X 8EZ

THE TIMES EDUCATIONAL SUPPLEMENT

Where music does not matter

by Robin Maconie

The attitude that "it doesn't matter if they don't know anything as long as they can teach" still prevails in education colleges where training school music teachers is concerned, delegates to the fourth University Music Teachers' Conference at Lancaster University were told. The ordinary diploma of education music course still consists of five units of teaching method and only four units of music study. Colleges are having to fight to obtain permission to run courses in pure music, and remedial courses in the fundamentals of music are often the only way of ensuring that the subject is adequately covered.

Unless changes are made to the existing secondary A level syllabus to allow for more specialization, music teachers will continue to begin their diploma studies inadequately prepared, and leave them inadequately qualified. Unlike the budding doctor or mathematician, the music student is limited to only one choice of music paper. He cannot opt to take pure or applied music.

Performance is now a recognized part of the university music syllabus, and the present structure of A levels, and official opposition to performance as an A level subject on the grounds that it is "too narrowly vocational", has created painful anomalies. Matters are likely to get worse unless music representatives from the higher teaching institutions act quickly to make their views felt. Urgency is needed because the Schools Council deliberations on a revised A level programme are likely to remain in force for many years, and music is

not at present adequately represented on the council. With the backing of the Incorporated Society of Musicians, London University has promulgated a plan for a revised secondary music course leading to three A level music papers. Candidates wishing to major in music would be able, according to this scheme, to take two music papers, a general theory paper and one other, either a performance examination at the equivalent of Associated Board grade eight, or a musicology option consisting of performance to grade five level with additional tests in aural and sight reading ability, knowledge of instruments and music history.

This call for a new performance A level was supported by music colleges, who also feel that not enough credit is being given for performance work. The subject's lack of general credibility is also reflected in the prevailing attitude of schools and local education authorities to the work of private and visiting instrumental teachers. The status of the private teacher needed to be considerably upgraded, and his role better integrated into the secondary course structure.

Most university music departments recognize grade eight performance as equivalent to an A level, though this is not at all widely known. Closer collaboration with existing performance examining bodies is desirable, indeed necessary. Differences in standards of assessment will have to be considered, and provision made for candidates whose instruments are not at present examined at the appropriate level, such as harp, harpsichord, and percussion.

Lecturers in differentials row

Thirteen lecturers at the People's College of Further Education, Nottingham, are withholding a third of their union subscriptions because they do not think their interests are being fought for.

They say the National Association of Teachers in Further and Higher Education support higher-paid lecturers rather than those at the bottom of the pay scales.

Mr William Oates, secretary of the protest group, said successive pay claims and awards had failed to reduce the excessive differentials between lecturers on scales one and two. The difference was now £1,100 a year and scale two staff worked four hours less each week.

"We are aggrieved because we are doing the same job," he said. "We don't think the association are pushing hard enough for us. The union now are more concerned with the polytechnics."

Mr Oates said the group could be expelled for only paying £12 a year for the association, but they had to fight for what they consider right.

Miss Paula Lanning, press officer for the association, said their policy was to push for the merger of scales one and two. We have not achieved this yet. It takes time, she said. But the proposal had been referred to a working party of the Burnham Committee who negotiate lecturers' pay.

Wrong ideas about geography

Schools give sixth formers the wrong idea of what geography is about, according to Mr M. C. Naish, a lecturer at the University of London Institute of Education.

Geography in schools, he says, has a descriptive "quiz programme" image fundamentally different from the scientific subject studied at universities, where there is much more emphasis on statistical measurement and predictive environmental models.

Mr Naish has been given £88,000 by the Schools Council to try to put this right over the next four years with a new geography project for

the 16 to 19-year-olds. Mr Ashley Kent and Miss Eleanor Rawlings from the staff of John Mason High School, Abingdon, Oxfordshire, will join the team in September. They will work with a survey of current sixth-form geography.

Working with other teachers, they will review the whole 16 to 19 curriculum and try to develop specific objectives for geography. They then hope to develop course units as exemplars of the kind of work that might be done and try to put it in schools. They also expect to produce a handbook for teachers on constructing courses.

In brief

'Get to know'

Mr John McDermott, head of Wilneote High School, Tamworth, Staffordshire, has invited his school governors to spend a day in class in a "get to know the pupils" campaign.

Vandals on the rampage

More than £23,000 worth of damage was done to Hull schools in the first nine weeks of this year, says a report to the education committee. Sixty schools were hit by vandals, one of them six times in one week alone. The total bill of damages is more than £16,000.

Guide to comprehensives

The Liverpool Association of Catholic Parents and Parents' Associations have produced a booklet, *Comprehensive Education, which way?* (15p) to tell parents about the pattern which comprehensive education could take in the city.

Tables and chairs

New methods for determining the size of tables and chairs in schools are recommended in *Building Bulletin No. 52 School Furniture: Standing and Sitting Postures*, published by the Department of Education and Science. TMSO £1.20.

Charges up - parties down

Attendances by school parties at Regent's Park and Whipsnade Zoos fell by more than 5 per cent last year after entry charges were raised, say the Zoological Society of London in their report for 1975. However, attendances showed an upward trend towards the end of the year.

Spending on arts

Government expenditure on the arts (excluding libraries and local music and galleries) increased from £42.5 in 1973-74 to £52.9m in 1974-75 and to an estimated £67.5m in 1975-76, said Mr Hugh Jenkins, Minister for the Arts, in reply to a question in the House of Commons last week.

Sport



David holds on to his cup

David Burdick, a 15-year-old Midlands schoolboy, retained his British junior and free roller skating titles last week and became the sixth youngest in the 23-year history of the championships to win more than once.

David, a pupil at Caludon Castle School, Coventry, was one of 22 boys and girls from all over Britain who took part in the event at the Whipsnade Roller Skating rink in Wolverhampton. It was organised by the Amateur Skating Association.

The championships are open for boys and girls under 16. There are four sets of compulsory figures followed by a three-minute free skating programme.

After his first win last year, David was presented with a special shield for pupils who bring reprieve to the school. It was a gift from Coventry High School, Coventry, United States, with whom Caludon Castle established friendly links a few years ago.

The junior British championship was the second major honour to come his way in a month. He took part in the Sylvester Cup competition at Great Yarmouth for male skaters who have never won the British senior figure and free roller skating championship and won a silver medal.

Easter courses

Wolverhampton Council have organized an ambitious play scheme for the Easter school holidays.

Children will be able to use the indoor sports halls in 10 schools and other institutions and take part in soccer coaching organized by the Wolverhampton Schools Football Association.

The course is being run at Mosley Park, Highfields, Coppell, Wednesfield High, Smeaton, Regis, Parkfield and Northcote schools, Compiton Park recreation centre and Bilston College of Further Education.

During the course, which will last between seven and 10 days, the youngest will receive tuition at the novice and advanced levels in swimming, basketball, gymnastics, athletics, judo, roller skating and tennis.

People

Mr Neale Ratne, a governor of Lancaster Polytechnic, is to be chairman of the reconstituted Technician Education Council.

Universities

Colonel Gerald Draper, reader of law studies, Sussex University, to the chair of law studies at the school.

Dr Peter Ayscough, reader of physical chemistry, Leeds University, to a personal professorship.

Schools

Mr Leslie Gatoff, deputy head of the J. P. S. Comprehensive School, to be head in succession to Dr Edward S. Conway who is retiring.

Dayncourt on top

by Stanley Levenson

The girls of Dayncourt Comprehensive School, Ratcliffe-on-Trent, Nottingham, have made rather a meal of the schools basketball championship by winning all three individual schools' finals.

The under-19 team beat Cavenish School, Hemel Hempstead, Hertfordshire, 103-71 on the aggregate of the home and away matches. Many of the girls were also young enough to play for the under-16s who beat Perth Park School, Sheffield, 95-77 over both matches.

To complete the Dayncourt hat-trick, the under-14s held on to their title in disposing of Gaywood Park School, King's Lynn, Norfolk, by the clear margin of 120-69.

Hampstead School, London, and Wimslow Grammar School, Cheshire, won the two boys' championships. Hampstead beat Darlaston Comprehensive, Walsall, by the handsome margin of 182-110 in the under-16 division but it was

a much closer match in the where St Columba's School, Albans, Hertfordshire, were final for the second year, the runners-up.

Wimslow won their home game 86-65 and St Columba's pulled them back in the away match with an 80-62 victory—but Wimslow had three points to spare.

As a pointer to the basketball team, Southampton pulled them back in the away match with an 80-62 victory—but Wimslow had three points to spare.

London won the two girls' titles beating Liverpool under-15 group and Bath under-19. Nottingham, Newham, London, for the girls' inter-association cup, but Newham gained the prize in defeating Central

English girls walk away with cross-country championships

The English girls got an almost perfect score in winning the annual British schools international cross-country championship at Coatbridge, Scotland, by a crushing margin.

With the leading six out of the eight runners scoring, the English team collected 25 points which is only four away from the "perfect" 29 Northern Ireland, in second place, scored 63, Scotland 111 and Wales 146.

Ruth Smeeth, the England schools and Women's AAA intermediate champion, from Yeoman's Bridge Comprehensive School, Aldershot, led the way, covering the 3,200 metres course in 11min 15sec.

The next three were the England team: Kim (Warren School, Chesham, Essex), Christine Brace (Shire), Bernadette Medley (dine convent, Windsor), and Ann Keenan, who won the English title.

England's boys also won with 34 points to the 70 for Northern Ireland.

Colin White (Gillingham English intermediate club) who clocked 17min 10sec in the 5,600 metres race, was the winner followed by Kevin Capper (Morecambe) and Michael Morton (Clitheroe).

They all want Chris

Chris Hazell will be leaving Queensmud School, Ruislip, Middlesex, this year but will have to keep coming back—the girls in the senior volleyball team need her, particularly after knocking the famed Speedwell school team from Bristol off the top perch.

For Chris has been doubling as a team member—she is in the England senior squad, too—and as the Queensmud coach. And apart from any other ambitions, the Queensmud team will represent England in next year's international schools championship.

Mrs Michele Bentley, of the PE department, manages the team, but relies on the expertise of Miss Hazell for coaching as she has done for the past two years.

Although the team is of high quality—in addition to Miss Hazell, Sian Phillips and Sylvia Follows are in the England youth team—it is thin on the ground. There are only seven in the squad, which is skinny indeed as there are six on court

at any one time and, because of substitution laws, a squad of 12 strong.

Queensmud became the champions when they beat well 3-1 in the final at the Bristol school, Wolverhampton, well also lost the junior final to Towfield School, Hays, Essex, which would seem to be an eclipse for the Bristol team.

But, in fact, the Speedwell apart from 17-year-old senior international Jane Jones are only 12 and 13 years old in most of the players.

This week Speedwell, the senior champions, begin the international tournament on the land, immediately after the national event they put all selves at Easter.

In the boys' finals at the Hampton, Hampshire, matches, helping Buttershaw Bradford, in each case.

Tom is golf champion

Tom Malcolm, of Sunderland Polytechnic, won the British Colleges Sports Association golf championship at Pinham Park, Coventry, with a 36-hole total of 161.

Second a stroke behind, was Derek Renton (Jordanhill), with Colin Roberts (Bangor Normal College) on 163.

The organizer, Mr Bernard Smith, of the human movement studies department of Coventry College of Education, explained that the scores were comparatively high for low handicap golfers. The tournament was played in atrocious conditions. There was a high wind and the greens, still under preparation, were not good for putting.

Scratch notes for the earlier round scratch notes for the earlier round scratch championship with 490 well clear of Cardiff's 527 with 111d's and Bode (Durham) sharing third place with Dundee on 532.

In the handicap match play (Leeds and Carnegie), Guy 12, returned 86 (net 74) to win the title from Miles Cooke (Leeds) and 84 off nine holes.

Further education and training, and nearly £50,000 from the post-16 pupil:teacher ratio in schools from 1:12 to 1:13. Despite these cuts in other services—through the months the budget was going through the system, argument polarized round the question of the rising fees.

The debate was a set-piece repetition of the earlier year's debate, with Geoffrey Cross, a retired school headmaster and chairman of the education committee, as spokesman for the Conservative majority, and Anthony Booth, great-grandson of the nineteenth century sociologist, Charles Booth, spokesman for the Labour opposition.

One new note, however, was struck. Mrs Barlow, a Conservative, voted resolutely in favour of the education committee's proposals.

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by John Gretton, research by Lois Rodgers

Last week, we took an overall look at what

has been happening to education in local authority budget-making.

Here we begin a more detailed

examination of two authorities: Oxfordshire and Liverpool

Come wind or high water: Oxfordshire's growth rate shall not be moved

Oxfordshire have cut £500,000 from education and increased their rates by 8p (or 16 per cent) to 57p in the £. Liverpool have cut £1m from a rather larger £1.5m budget, but only added 1p to the rates. A higher rate increase of 1p in Oxfordshire or 1p in Liverpool would have enabled both authorities to get by without cutting the education estimates at all.

On the other hand, neither authority would have been able to keep their spending and rates down to the levels they actually did it, in presenting their budgets, they did not resort to one or two devices that they will not be able to repeat next year (we give details later). Clearly the days when local authorities vied with one another over the services they provided are over. The time when the cost effectiveness must take precedence over quantity, and even quality. Education, in particular, is no longer being regarded, as one member of the Labour opposition in Liverpool argued during

the budget debate there, as of such overriding importance that it must be paid for, regardless of the cost. It is therefore important to know how local authorities come to their budget decisions—decisions which affect, nationally, the size of public sector spending and, locally, the amount the ratepayer has to fork out and what he gets in return. Are these decisions arrived at in public debate or behind the scenes? Who decides—members, officers, or political party caucuses? And in the light of what considerations—political, electoral, long-term planning, or just making ends meet?

These are some of the questions we try to answer here. For the past six months we have watched closely two authorities, Oxfordshire and Liverpool, as they prepared their budgets. We have been given access to meetings that are not normally open to the press and the public and talked to officers as well as members.

No two authorities are alike, least of all Oxfordshire and Liverpool. One is rural, the other urban; one has

a rising population, the other a drastically falling one and is competing with surrounding authorities for the rump that remains; one has council meetings once every three months (a hangover from the days when county council meetings were limited to coincide with quarter sessions), the other every five weeks; in one, the Conservatives have always been the party of government, in the other the Liberals have recently taken over from Labour. And so on, and so on. But we are not seeking to compare, merely to record. Here we outline the main elements of budget making that are common to all authorities and give an account of how it actually worked in Oxfordshire.

Next week, we do the same for Liverpool. At the same time we look at two highly political issues which, though not a part of budget making, were germane to it—the creation of a sixth form in an 11-16 school in Oxfordshire and the argument over a new site for the polytechnic in Liverpool.

When the 70 members of Oxfordshire County Council met in the rather cramped council chamber on the evening of February 10 to give final consideration to the budget proposals, the public gallery was packed with young toddlers and infants. These had come in busloads, mainly from Banbury in the north of the county, to show their approval of the proposal to save £100,000 this year—and £250,000 in the next full year—by excluding the rising fees from primary schools.

That £100,000 represented one sixth of the cuts the education committee had been asked to make—cuts which added up to 1 per cent of the education budget. Apart from the cuts which were due to savage reductions in the capital programme, other major cuts included some £125,000 to be saved from Oxford Polytechnic, Lady Spencer Churchill College, further education and teacher training, and nearly £50,000 from the post-16 pupil:teacher ratio in schools from 1:12 to 1:13. Despite these cuts in other services—through the months the budget was going through the system, argument polarized round the question of the rising fees.

The debate was a set-piece repetition of the earlier year's debate, with Geoffrey Cross, a retired school headmaster and chairman of the education committee, as spokesman for the Conservative majority, and Anthony Booth, great-grandson of the nineteenth century sociologist, Charles Booth, spokesman for the Labour opposition.

One new note, however, was struck. Mrs Barlow, a Conservative, voted resolutely in favour of the education committee's proposals.

On the face of it, however, the conclusion of that group meeting was by no means foregone. Oxfordshire had long been dominated by

Conservatives who had always done well by education. Local government reorganization, however, brought in a new breed of harder-nosed men from what used to be Berkshire. There is also a university input—referred to as the All Souls mafia, as opposed to the Nuffield mafia on the Labour side. Mr Francis had come from Berkshire, where, as chairman of education, he had worsened the pupil/teacher ratio, a move which had produced enough political flak to scar him for life.

The real question mark hung over the chairman and vice-chairman of education, Geoffrey Cross and Vernon Bogdanor, a fellow of Brasenose College. The Education budget had around £0.5 million lopped off it in each of the preceding two years. During the 1974-75 budget debates, Mr Cross and Mr Bogdanor consistently defied the group and voted with the opposition. In November Mr Cross proposed a motion, which was seconded by Labour, to put 3p on the rates and so do without the need for education cuts.

In February, Mr Cross tried again. A motion to put 1/5p on rates, so saving one third of the cuts, brought the Conservatives to within four votes of defeat. The group gave its permission to Mr Cross and Mr Bogdanor to defy them—"though they seem to have forgotten that", says Mr Cross without unwanted bitterness—but it had been a traumatic experience and relations, particularly between Mr Francis and Mr Cross, had been affected by it. Would Mr Cross do it again?

He didn't. Partly because he had used up his credit the previous year, and partly, he says, because he realized as far back as February that the country was in a far

worse state than people like he had thought, he agreed to go along with the treasurer's report. With the group decided, ultimate victory in the council was assured. It only remained to decide on which cuts and then to get them accepted by the teachers.

On the first point, the decision virtually made itself. As Mr Cross said: "We had been almost too successful last year, when all the cuts were material ones." Brian Day, deputy education officer and primarily responsible for the budget making, said that maintenance-free materials had been cut out of building projects in favour of cheaper ones. That cut buildings costs, but increased the need for maintenance—yet maintenance had borne a large proportion of the cuts.

Only teacher numbers were left for cutting. The September Government circular combined with Mr Francis's phobia of touching the pupil/teacher ratio to ensure that all reductions in this occurred outside the compulsory sector—which meant rising fees, post-16 and further and higher education. There would be no redundancies—but proportionately more teacher aides, together with a lot of redeployment. And in a large rural authority like Oxfordshire, with a host of scattered tiny primary schools, that is by no means easy.

In those circumstances it was easy for Mr Francis to say, "We would always obey a circular, whatever the colour of the Government that issued it." For the leader of the Labour opposition, Olive Gibbs, that was not so easy. Both Lord Crowther-Hunt and Miss Joan Lester have heard her protests. But the Labour group is a coalition of interests

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Come wind or high water Oxfordshire's growth rate shall not be moved

no less than the Conservative one, and Mrs Gibbs's special skill and usefulness as a leader, like that of Mr Francis, lies in her ability to get them to agree on something.

To begin with, back in July, they attacked on the £300,000 allowed for the debt charges on the money needed to build the Cumnor Hill bypass. The difficulty for the council is to reconcile two sets of interests. One is the need for economy and Oxfordshire's traditional high standards of even minor road maintenance; the other is the interests of those living in the expanding population centres outside the green belt but requiring access to the city, as opposed to those who

live in the green belt or on the fringes of the city and do not want any more major roads.

However, Labour failed in its attack on the by-pass, and because they had so nearly succeeded with education the previous year, and because the rising fines could easily be turned into an emotive issue, for about four months Mrs Gibbs and her colleagues concentrated their attack on that issue.

They opposed the cuts in rising fines outright, they discovered that film was in the balance from the year before and argued that half of that should be used to offset the reductions in education spending. They

proposed alternative cuts, such as in the officers' travelling allowances—Labour were hot on cutting down administrative expenses. But all to no avail.

From the point of view of the Conservatives and the education department, the teachers could prove to be the main obstacle. Oxfordshire prides itself on the openness of its budget-making. Certainly in every cycle of committees, there was a meeting scheduled for the teacher representatives to give their views to the officers and chairman of the education committee. In one of these meetings, rather wild accusations of Nazi-type behaviour were made over the indiscriminate

way the council was planning to lay the cut on the rising fines—and the certain flexibility was later introduced. Apart from that, the teachers were not the main obstacle. According to one of the reasons: the Houghton report, which they remembered, they recognized the council's position over backwards to come up with the strong battle line. The circular, which gave them that opportunity, did not get beyond education to lay all the blame on central government. But the teachers were certainly not of what was going on—there is a

document to which they, like the county secretary's office, not by the education department. Even supposing the information had all been there, there must be considerable doubt about how much real freedom of manoeuvre there was. When the council's growth rate was set for 1976/77, it was also set for the following two years. This does not mean that a growth rate, once fixed cannot be changed—there is what is happening now after the budget, in the light of the public expenditure White Paper. But it does seem to require some sort of force majeure.

The 3 per cent growth rate for 1976/77, for example, was decided on in the light of the government's plans as they then were, for 1.5 per cent growth for local government as a whole. The excess in Oxfordshire's case, was accounted for by a growth in debt charges and population. The September "standstill" circular altered this. How could Mr Davidson, the treasurer, reconcile his 3 per cent figure with a Government request for a zero figure?

The standstill excluded debt charges, which was a start. It also excluded by implication wage and salary increments. The grounds for this are that they are self-financing. Increments added on to the lower end of the

salary scale are cancelled out by retirements at the upper end. Whatever might be the case nationally, Mr Davidson knew that for Oxfordshire at least they were not. But by treating them as though they were, he could claim that his real growth rate, in central government terms, was only 0.7 per cent—and that much could be justified on grounds of population increase. The extra cost would be taken care of, as are all wage increases, by the allowance for inflation in his budget and the rate support grant increase order.

This is not important in itself, but it shows how far Mr Davidson was willing to go in order that his long-term budget plans should not be upset. In this he was at one with Brian Day, deputy chief education officer, and, most importantly, with Alan Brown, the chief executive. For Mr Brown, this sort of steady, long-term planning is absolutely essential for the smooth-running of the operation of which he is in charge. Even in front of Mr Francis, he makes no secret of his conviction that it is not the job of councillors to run the council. That is the job of officers, and members are there to exercise democratic control at quarterly intervals—and no more.

Mr Brown attends most committee meetings, even education subcommittee ones, to be sure he knows what is going on. Mr Day, who tends to talk of "my service", can appear contemptuous of points raised in committee, particularly by Labour members. (On one notorious occasion, he apologized handsomely afterwards.)

Officers as a whole intervene on equal—sometimes more than equal—terms with elected members in committee discussions. Even quite junior officers will say to their subcommittee, "I would like us—on the committee—to come to a decision" or, in response to a suggestion, "I shudder to think what the additional cost will be..." Just occasionally, there is an embarrassing moment when a committee chairman will pull up an officer.

John Garne, the chief education officer, who came to the county from the city of reorganization, is not entirely at home in this atmosphere. He is at his best in going to schools, talking to teachers, conferring with other officers—in short, smoothing the path for the service he has served so well for 30 years. But he is not at home with a leader like Mr Francis who can lose his temper.

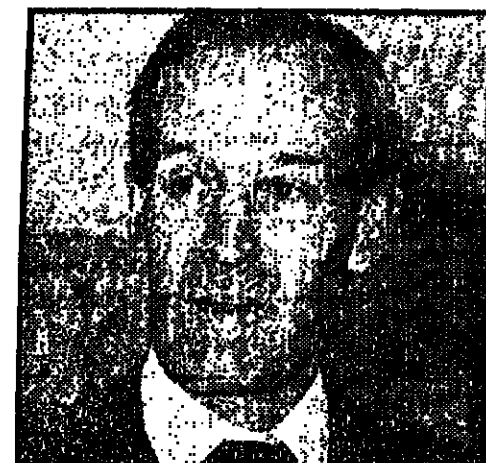
Nor is he at home with the outward and visible signs of the new corporate management structure. In the new enlarged committee rooms, the seating arrangements are more formal. At policy and resources committees, for example, when all the chairmen and vice-chairmen attend with the chief officers, only the chief executive, the treasurer, and the secretary sit round the table with the members. All the other chief officers sit at the back, round the wall. There is never any doubt as to who is in control.

Still, politics does raise its head from time to time. As a result of the new redistribution formula, Oxfordshire lost £3.5m that the treasurer had been counting on. So a decision had to be taken whether to make further cuts or to put it all on the rates. Cuts would have been difficult, as Oxfordshire's spending is already well below average on highways and most other services, though still slightly above average on education (in terms of pupil costs) and well above on social services (a small part of the total budget).

As the rate was also below the average county level, the obvious answer might have been to slap another 3p on the rates. And that is what happened. But the decision—again taken, at the political level, within the Conservative group—is thought to have been influenced by the fear that further cuts in education might alienate voters in one of the marginal districts seats that are coming up for election this year, and the hope that a fast working balance this year could be used for keeping the rate down in the county election year, 1977.

Throughout all those months, Conservatives had been arguing with Labour over a move of £100,000 (even if it did mean £250,000 in a full year for rising fines). Yet at the last minute, they took an instant decision to put the rates up by 16 per cent instead of 9 per cent—producing an extra £3.5m. It really looks as though the prime consideration was the determination of the corporate management team to stick to their planned growth in spending, come wind or high water.

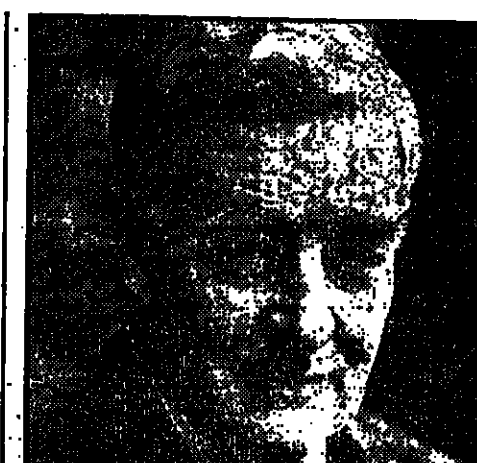
The feature article "Along the permanent way" by Stuart MacLure (26th March) was taken from a talk given to the Association of Colleges for Further and Higher Education.



Like the chief executive and the treasurer, John Garne was a fully fledged chief officer in the city before he came to the county after reorganization. He was clearly happier in the city. Being there before Mr Brown arrived, he was in a stronger position than he is now, following reorganization and the virtual creation of a new officer structure from scratch. A quiet, almost timid man, Mr Garne rarely speaks in committee meetings unless he feels particularly strongly about something—and he often leaves attendance at them to his deputy, Brian Day. There were rumours that Mr Garne was going to retire this year—perhaps at the same time as Mr Davidson. But it looks now as though he has decided to put it off until next year. Whatever the intention, the result could be to make it more difficult for Mr Day to succeed him.



As in most authorities, the deputy chief education officer, had prime responsibility for the budget. It is the sort of responsibility that Brian Day, the Oxfordshire deputy, delights in. On school and college budgets, he says: "We don't let them have a say, so the heads know how to work the system, get more, others don't. Now they are all equal, on my estimate of fairness. It may not be everybody's, but at least I am prepared to stand up and say so." Mr Day is in many ways the opposite of Mr Garne. He is happy working in county hall, making personal contact with anybody in other departments, at whatever level, who could help him do his job more efficiently. He also knows exactly which councillors to talk to to get something through. If Mr Garne retired now, Brian Day has the confidence of the Conservative group and would probably get the job. Will that apply next year, after the elections?



Education is the most arduous and time-consuming of all committee chairmanships, so the job often goes to someone who has retired. So who more appropriate than Geoffrey Cross, the very epitome of the benign bachelor grammar school headmaster? His teaching career began at Manchester Grammar School as an assistant master and ended with headmasterships at Ely and Sutton Coldfield. He retired to north Berkshire where he was persuaded to stand as a councillor in a by-election in 1969. With north Berkshire he was absorbed into Oxfordshire under local government reorganization. Soft spoken, mild mannered—though he does sometimes give the impression of being under strain—Mr Cross is a most untypical politician. He is endowed with an acute sense of honour and moral rectitude. Difficulties arise, however, when one honourable commitment conflicts with another (see next week's story of his fight to get a sixth form at The Warriner School).



Alan Brown is the very model of a chief executive, though unlike many, he started life as a treasurer not as a clerk, which puts him in a slightly odd position. From Cumbria, where he was left very much to run things on his own, he came to the city of Oxford in mid-1960s when full council meetings were held every fortnight. He definitely knows the county system. He is one of the county council's representatives on the rate support grant in London—though he spends a lot of one meeting in protest against the lack of understanding of the council's position. But he is also very concerned that the members should understand the national picture. He can be seen reading his official reports to think that too many deputy officers waste too much time attending meetings themselves.



With a half-mile over half glasses, Bill Davidson, the treasurer, is slow—in movement, slow in thought, slow in decision. He makes a mistake. In one report, he suggested that a small surplus might be left into education. Mr Davidson, however, had not seen it before. The report came up to policy and the offending surplus had disappeared. Mr Davidson had worked with Alan Brown on the old city council. That partnership was broken up when Mr Davidson retired at the end of June (the best time of year from his point of view). When he announced his resignation, a typical inter-party squabble broke out over the composition of the committee that would appoint his successor.



John Francis is bursar of Oxford University department of educational studies. That, together with his experience as education chairman on Berkshire county council before reorganization, gives substance to his claim that he has been in education for 20 years and knows about it. He has the reputation of being something of a bully, particularly in Conservative group meetings, but he does not always get his way. He threatened, in private, to resign if Robert Weir was elected chairman of the county council (the equivalent of Lord Mayor) but Mr Weir was elected. In public too he can appear very rigid. The council had approved, in the best corporate management style, the creation of a performance review subcommittee. But in the discussion on who was to sit on it, Mr Francis refused to give any ground at all—so much so that Labour sulked and declined to have any part of it.



Olive Gibbs has been around in Oxford politics for longer than she cares to remember. As leader of the Labour group, she was the dominant figure in Oxford city politics before reorganization. Now she concentrates her attention on holding together the opposition on the county council. Like most of her fellow-Labour councillors, she is a district councillor too, though this dual mandate is contrary to the advice of Transport House. She takes her duties as deputy Lord Mayor of the city very seriously. No more numerate than the next councillor, Olive Gibbs has a pronounced politician's sharp eye for anyone trying to pull a fast one. She pretends to be as hard as any Tory by the standards of party politics in the council chambers. "I am a democrat before I am a socialist" is one of her favourite sayings, though some would add a pinch of salt.

From growth rate to rate increase: the budgetary process

In the same way as the Chancellor of the Exchequer's budget is primarily concerned with taxation, so the object of the exercise for local authorities is to fix the amount they are going to raise through local taxes. At the moment, this is done through the rating system. But that could change if the Layfield Committee, who are looking into local government finance, recommend something different and the Labour Government decide to implement it, or if the Conservatives, who are committed to abolishing the rating system, are returned to power at the next election.

As with any household budget—but unlike the national budget—income and expenditure are considered together. Local government is also unlike central government, in that the administrators who prepare the budget are available, informally in their offices, or formally in committee or council meetings, for questioning by any elected member, whether of the majority party or not. The traditions, and not entirely convincing, explanation for this potentially much more open government is that, whereas nationally power and responsibility lie with ministers, locally they lie with committees which officers serve and attend.

The fact that local government officers attend council and committee meetings means that they are also much more exposed to the public. A few years ago, apart from full council, only education committee meetings were held in public. Even then a great deal of business was done in the privacy of sub-committees and decisions taken behind closed doors. Now that there is increasing pressure

for councils to open their committees and sub-committees to the public—Liverpool, under the Liberals, has put this into practice—there must be a tendency for more important decisions to be taken by the political party groups or at informal meetings between officers and committee chairmen.

Our observations of Oxfordshire and Liverpool show that local authorities appear to go through the following stages when preparing their budgets. Fixing the growth rate.—At a council meeting in the summer or the autumn, a decision is taken on the growth rate—that is, the amount, in percentage terms, by which next year's spending is expected to be more (or less) than the current year's, after allowing for inflation.

The decision is based on a treasurer's report, which itself may take account of the Government's public expenditure forecasts such as those presented in the White Paper. The growth rate may be broken down into separate ones for committees, such as education, social services, and so on. It may also have to be modified in the light of the sort of pronouncements and circulars that central Government put out last year.

The capital programme.—The growth rate concerns the revenue budget, which does not include capital projects. So about this time the capital programme is examined, at least by the officers. But even when it is presented to committees as a coherent whole, it is rarely considered in detail by them. Decisions often to increase it or to reduce it tend to go through on the nod. Yet every capital project involves staffing costs and loan charges which

have to come out of future revenue budgets. Programme or output budgets.—The traditional budget is an input one: it shows where the authority's money goes—in broad terms, such as wages, maintenance, loan charges and so on. Other sorts of budgets show up unit costs—for example, the limit, how much it costs to teach French as opposed to science in a particular school, or how much the education and social service departments contribute to the elimination of juvenile delinquency. Rarely sophisticated enough for the second task, they can reveal where economies can most usefully be made.

Estimates.—These are guesses as to what the next year's spending will amount to. They are based first on the current year's estimates, updated for what it seems likely will actually be spent. They also take into account inflation and the agreed growth rate. Much of this early work is done inside the treasurer's department, with a third or fourth tier treasury officer liaising with his opposite number in, say, the education department. There have been complaints that, as with the rate support grant negotiations, some of this early work is done at too junior a level.

The departmental estimates must conform to the overall budget plan. This may involve the give and take between departments. Budgets to be worked out and approved—Traditionally, boards of governors, etc., were expected to put up bids which might or might not get shot down. In some cases, however, they are told exactly what figure they must

These final figures, prepared in the autumn, may have to be revised in the light of:

● The rate support grant.—The announcement is made in November, but the full figures are not spelt out until December. It can affect local authority budgets in at least three ways:

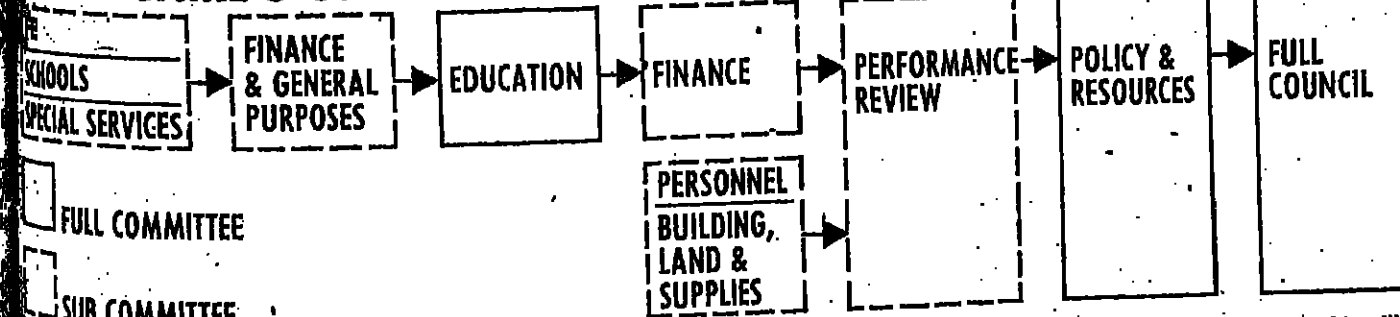
● By the overall amount that is accepted as "relevant expenditure" for rate support grant purposes. This does not necessarily include everything local authorities are paid for. They cannot rely, for example, on all pay and price increases being covered by the grant.

● By the amount of "support" for rate support grant to provide. This year, for example, it was cut from 66.5 per cent to 65.5 per cent.

● By the way in which the total amount shared out among the authorities. This year, millions of pounds changed hands, London boroughs at the expense, mainly, of the Home Counties.

Authorities who lose out must either further cuts or put it on the rates. Setting the rate.—The formal decision on the whole process, the complete budget, with the new rate, is presented to full council, though by that time there is very little left to argue about. However, inflation and continual pressure to cut on public spending could become more of a problem in the future. In the past, when a local authority had to increase the rate, it might increase it half way through the year. Nowadays, more likely to mean immediate cuts in services.

OXFORDSHIRE'S COMMITTEE CYCLE



Committee structures are exactly alike—the precise names, if nothing else, change. But in most authorities it probably looks something like Oxfordshire. Oxfordshire have set up a performance review committee, but it is not yet functioning. Liverpool, on the other hand, is very active.

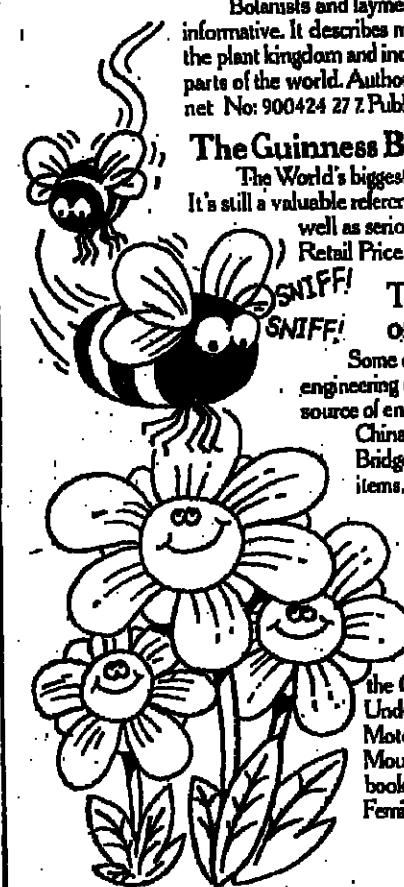
Oxfordshire: the basic facts

	1975-76	1976-77
Population	535,300	541,000
Primary population	51,091	47,382
Secondary population	43,879	45,906
Primary teacher ratio	24.4	23.5
Secondary teacher ratio	17.2	16.97
Primary (£m)	£81,384	£89,461
Secondary (£m)	£43.89	£57,632
Total of 10 rate		£981,000

Cuts in education budget: 1976-77 (November, 1975 prices)	2000s
Post-16: pupil:teacher ratio extended from 1:12 to 1:13	47.8
Oxford Polytechnic/Lady Spencer Churchill College: No new courses or staffing	2.35
Rising 65: redeployment of 33 primary teachers	100.0
Youth, careers, or guidance services and libraries: limit resources	14.85
Restriction of grants to outside bodies, transport policy and increased meal charges	10.88
Reduction of revenue requirement for small equipment in the capital programme	20.0
Administrative and advisory staff: Provision for expansion deleted, 4 posts left vacant	32.08
Realignment of closing dates, primary and secondary transport	1.0

Reduction of residential education in secondary education and reduction of ancillary staff warranted by increased numbers	28.3
Reduction of general provision fund for Oxford Polytechnic/Lady Spencer Churchill College	5.0
Collapses of further education: Reduction of provision for growth warranted by increasing numbers from 5.8% to 2%	68.27
Teacher training: reduction of secondment from 47FTE to 26 FTE	19.52
Non-vocational further education: no provision for growth	1.78
Total savings	£334,26
Composition of county council	
Conservative	37
Labour	20
Independent	10
Liberal	3

GUINNESS SUPERLATIVES
2 Cecil Court, London Road, Enfield, Middlesex EN2 6D



16 Books/Education

Repressive or permissive?

Seamus Hegarty on social maladjustment

Maladjusted Youth: an experiment in rehabilitation. Edited by Katja Vodopivec.

Saxon House £6.00. 0 347 010466.

He's Much Better, He Can Smile Now. By Tom Wakefield.

David & Charles £3.25. 0 7135 6707 2.

Controversy thrives on ignorance.

Many passionate words have been written and spoken on the problem of discipline in schools. There is a range of uninformed opinion covering the spectrum from extreme repression to blanket permissiveness.

It is salutary to realise how little evidence there is to support any given viewpoint. Modes of classroom control are so interwoven with the personality of the teacher, the type of school, the attitudes and expectations of the children, that it is extremely difficult to compare them. One teacher can impose rigid discipline and a stifling atmosphere without ever raising his voice, while

another can make them feel secure by occasionally blowing his top.

The volume by Vodopivec reports on a Yugoslavian experiment on the rehabilitation of maladjusted adolescent boys which eschewed dogmatic theorising and tried to produce hard evidence. A new institution was set up in the small town of Logatec near Ljubljana in September, 1967. There was accommodation for up to 50 inmates and it was designed to evaluate the effectiveness of permissive educational methods. Since this kind of work is intensely demanding, close attention was paid to the staff and their development over the course of the experiment.

It hardly surprises one that the team established that permissive methods do not represent a greater threat to society than repressive ones, in terms of changes in inmates' attitudes and in terms of their behaviour outside the institution. This was a modest aim and the surprise would have been not to attain it. Furthermore, the Hawthorne effect must have been considerable. Both staff—who were

carefully selected—and inmates were constantly aware of taking part in an experiment. No mention is made of this in the report nor is any attempt made to adjust the findings to take account of it.

What is valuable is that the experiment was carried out at all, in a fairly strict empirical manner, and that we have here a report on it which is sufficiently detailed to be of use to somebody planning a similar piece of work. The author quite rightly objects to the tendency to make social science experiments stand on their own, people expect isolated experiments to produce substantial and definitive conclusions, forgetting that such can only come from a cumulative process.

The staff at the institution and the research team were under investigation along with the inmates. This total approach is quite an innovation and is surely right. The work of a rehabilitating institution is critically dependent on the quality of its staff and it is important to know how the requisite qualities are developed and maintained. The school is seen as the focus of

a community. The problems children cannot be seen in isolation from their home background. The school is always open and every effort is made to help them. It is realized that teachers especially in this school can have their own process. The headmaster's role is unusually low staff turnover. This is the kind of school that is needed. *Reader's Digest* £1.95. 0 234 77669 2. *Prices of Central Park.* By Richard Rhodes. Allen £3.50. 491 01915 7.

A boy's life—two sides of the Atlantic

Lasky

Boy and His Bike. By Richard Rhodes. Allen £3.50. 491 01915 7.

The 11-year-old boys, on two sides of the Atlantic, but the nature of their experiences is more than a mile apart. The strength of the book, *Boy and His Bike*, is its roots in the story of a boy and his bike, the story of his life, the story of his parents, the story of his birth, the story of his infancy and childhood, the story of his adolescence, the story of his adulthood. The book is a masterpiece of storytelling, a masterpiece of the art of the novel. It is a masterpiece of the art of the novel. It is a masterpiece of the art of the novel.

The form of informality

Derek Waters

The Challenge of Informal Education. By Maira McKenzie and Wendie Kernig. Darton, Longman and Todd £2.15. 232 51210 8.

This book is subtitled "Extending Young Children's Learning in the Open Classroom". I wish that the authors had used it as the main heading for the book because they spend too much time in the introduction circling warily around just what "informality" means to them. In our understanding of the term, informal education assumes a situation in which all learning limits have been removed, and then: "We shall endeavour to show in this book that informal education demands very different structures, which differ, however, from those found in formal situations"—and so on.

I had the pleasure of visiting an open classroom school while I was in this country and could see that the various situations which occur and recur during the day in many infant and first schools are just as the writers have described them. I

would think that most teachers of young children today introduce varying degrees of informality into their classrooms. The authors have addressed their thought "to those educators who consider child-centredness to be the essence of good education and who want to know about it". They beckon the believers along the tunnel towards the light. They do this with great skill and whenever they feel themselves in danger of being too prescriptive, they become descriptive, saying "Look, this is how it was". Susan Isaacs, Lady Plowden and Jean Piaget provide additional support as we move steadily forward.

The book abounds in practical wisdom, and I suspect that it is what the sympathetic teacher to this book will want to read and study. "Setting the Scene for Informal Learning" is a most valuable chapter, as is section on "Evaluating Learning". Any dissenter reading this chapter would retreat with his tail between his legs. The Martin White case study with its detailed observations of activities and experiences in this classroom may have some difficulty composing a few words to produce a profile of a child over

a whole year, let alone after a single month. The final chapter on "Home, School and Community" is most acceptable in the climate of today while "The Development of Mathematical Understanding" and, even more, "Language and Literacy" are full of basic and yet fascinating suggestions. Here, too, the teacher in the early parts of the tunnel is going to find the practicalities and the suggestions of books in the bibliography at the end extremely valuable.

The child learning to such a situation is likely to be both happy and successful. The ideas embodied in this book are sound. But ideas are not enough; they need to be put into practice. I just wish the authors had emphasised the positive contribution made by the teacher whose learning seems to be most effective. Perhaps that is what is worrying about the "informal" aspect of the title—it lacks the precision and purposefulness which the writers frequently seem to be telling us are important.

Nevertheless, this book would provide a useful document for staff discussions as well as individual reading for teachers in the primary field.

Language and Community. By Anne and Peter Doughty. £1.60. 0 7131 1854 7. *Language, Experience and School.* By Geoffrey Thornton. £1.50. 0 7131 1887 3. Edward Arnold.

Morphemes and phonemes never did invade the classroom. Instead of a new subject content, linguistics offered the teacher knowledge of how language is acquired and a questioning of basic assumptions that has led many to consider seriously whether educational failure springs from linguistic failure. *Language and Community* explores the intimate relationship between the language a child learns and the community in which he grows up. The authors consider what happens when the child meets a new "community", the school. They look at "speechlessness" and attempt to explain why a child who has successfully developed a "language for living" in his family and community can find himself unable to develop the "language for learning" necessary for all formal education.

Language, Experience and School. Geoffrey Thornton looks at it. It is about schools that seem to predispose some pupils towards success and others towards failure

Word-play

Language and Community. By Anne and Peter Doughty. £1.60. 0 7131 1854 7. *Language, Experience and School.* By Geoffrey Thornton. £1.50. 0 7131 1887 3. Edward Arnold.

because of their language. It cusses initial language with reference to the seven functions isolated by H. Halliday, and examines the language experience children to school. He shows how misconceptions of language terms such as "folk-linguistic" and "misconceptions of language" provide barriers to learning. Another chapter he illustrates many different language of a normal curriculum. Both books argue the case for teaching to be informal, substantial knowledge of function of language and concerned that the child be given a supportive language environment in which he can develop linguistic competence. The general editors have less thoughtfully for the teachers. The planning of the book has resulted in brief volumes, each with a separate introduction and referring liberally and in common ground. With the pruning of superfluous material, the editors might achieve a more clearly explicated and all cost. The issues raised in a well-organized analysis.

From flame to inferno admit that the first chapter was the last. Indecision that the chilling story of a dockside explosion in 1942.

After the opening chapter "Confession of a Victim" story of a man who discovers fire but failed to take the action and with disastrous consequences, the author seeks to show how the fire could have been avoided, by a greater degree of self-defence.

Barley argues that the real cost of fire destruction is much higher than official figures show—nearer £1.5 million pounds a day, or £1,400 a minute going up in smoke, much of which could be avoided, he claims, by a greater degree of self-defence.

Readers interested in the problem of fires and fire prevention form a small audience, but the author puts forward a fairly convincing case for us all to develop a new awareness towards the dangers of fires, particularly in the buildings we work in.

The book is crammed full with facts, figures, and frightening anecdotes about both small and large fires. (There is a whole chapter devoted to the Summerland disaster when 50 people were killed in August, 1973).

Stephen Barley adopts a good journalistic style when he re-tells these dramas and disasters of the past. (I have to

Rarely pure, never simple

Language and Community. By Anne and Peter Doughty. £1.60. 0 7131 1854 7. *Language, Experience and School.* By Geoffrey Thornton. £1.50. 0 7131 1887 3. Edward Arnold.

of the possibilities of human relationships. This stark conclusion is supported by questionable exegesis. (For example, he claims: "Paul even prays that Christ may live"; this misunderstanding of Ephesians 3:17 is strange, to say the least. The Greek verb used is *katoikeo*, basically "dwell" and this is inseparable from "in your hearts through faith". The communal aspects of Christianity are well proclaimed, but Christ, whom Paul calls "the Head", loses his personality. Prayer and transcendence are submerged in what appears to be essentially a humanism in theological clothing. The "eyes of faith" can colour the historical vision. But if religion

is to have any value, an essential element must be a thirst for truth. Dr Verme in *Jesus the Jew* studies what the Gospels have to say about Jesus in their historical and linguistic setting. Jesus emerges as a member of the holy miracle-workers of Galilee, the *hasidim*. Verme, himself a Jew, employs great scholarship, objectivity and sympathy, and produces a book which is lucid and attractive.

While appreciating his study we could remember the force of Oscar Wilde's claim, "Truth is rarely pure and never simple." History alone can reveal only one, albeit important, of truth's many facets.

Let's Look at Mammals by Anne and Michael Hardy (Hart Davis Educational £1.50. 298 1202 40) uses the domestic cat and dog as an introduction. There is a strong emphasis on project work, but the authors are careful to point out the essential feature of any project—namely personal observations as opposed to blind copying. There is a very constructive table comparing the food, breeding, size, homes distribution and habits of the British carnivores.

The section on rodents is also well written and illustrated. Both books can be recommended to teachers searching for material to stimulate their charges to produce their own meaningful projects.

Among this week's contributors: Bernard Crick is professor of politics and sociology at Birkbeck College, University of London. Seamus Hegarty is a research officer at the National Foundation for Educational Research. Tom Howarth is senior tutor at Magdalene College Cambridge. Derek Waters is director of the ILEA primary management studies centre.

Remedial Bullseye books, the series in which adult novels are adapted for a reading age of eight-plus, are published by Hutchinson and not Blackwell as stated in "Bookworms and Others" (TES, March 12).

17 Books/Children's literature/Biology

Time and tide

R. C. Vernon

The Life Giving Sea. By David Bellamy. Hamilton £5.75. 0 241 89233 3.

Anyone who has seen Dr Bellamy on television will know the tremendous enthusiasm with which he talks about nature. This same enthusiasm, coupled with a capacity to write clearly and with delicious touches of humour, make this book a must for anyone interested in nature.

But it is a book with a purpose; to put man into his right perspective with nature, using to do so the oceans which "belong to no nation and yet connect all of them". If a living cell is described as a bag of chemicals—basically what we all are anyway—and we are told that the parts and appendages of the lobster can easily be seen "especially when amid lettuce and mayonnaise" let us not take this for anything other than an authoritative book. Starting with the physics and chemistry of the water, the forms of life in the sea are then brilliantly described. It ends with an account of the resources exploited by men and the pollution dangers he creates himself.

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Road to Nirvana

Geoffrey Parrinder on Buddhism

Thinking about Buddhism. By David Naylor. Lutterworth £1.50, 7188 2153 0. A Popular Dictionary of Buddhism. By Christmas Humphreys. Curzon Press £3.50, 7007 0085 4. The Message of the Buddha. By K. N. Jayatilaka. Allen and Unwin £5.50, 04 294091 5. In the Blowing Out of a Flame. By Michael Edwards. Allen and Unwin £5.50, 04 294092 5. An Introduction to Tantric Buddhism. By Shashil Bhushan Dasgupta. Shamshah/Routledge £1.95, 394 73028 3.

Buddhism continues to attract western readers though it is undoubtedly one of the most different religions from those in our tradition. David Naylor writes in an elementary introduction, with 17 illustrations, though it is hard to see whether it is intended for children or general readers.

Christmas Humphreys's dictionary is a reprint of the 1962 edition of a useful reference work of Buddhist figures and terminology. Although valuable for study, it is strange that the author receives over half a page, the Buddha considerably less and Gautama and Siddhartha one and three lines respectively.

Professor Jayatilaka is a well-known Ceylonese scholar. His book is a useful study of Tantra, the practical methods used for the realization of the supreme goal of the religion. It reveals important themes within Mahayana Buddhism, its philosophy and mysticism, sexual symbolism and practices, and esoteric Yoga.

ictionaries make it. Jayatilaka was a liberal and sympathetic writer but Michael Edwards speaks with more originality and holds the attention, though some of his statements may be questioned. He claims to approach Buddhism from a "socio-cultural angle", but clearly both its spiritual and ethical teachings attract him. This is not just another life and times of the Buddha, for after a short and imaginative reconstruction of the life Edwards proceeds to Ashoka, Menander and the development of Mahayana Buddhism. The scriptures are constantly used, detailed in the appendix, and supported by experience of living in Buddhist countries. The Buddha is called an atheist, yet cults of the gods and apotheosis of the Buddha are admitted, and no serious attempt is made to consider the meaning of contemporary Hindu theism. At the end, the "sacred reality" of Buddhism is shown to be Nirvana, the goal that requires the way of disciplined life and offers an alternative to those who are dissatisfied with a technological society.

Finally, Dasgupta's study of Buddhist Tantra is important if only for the many original texts that it quotes which are not available elsewhere in translation. When it first appeared in 1959 this book was much criticized for virtually identifying Hindu and Buddhist Tantra and for taking their terminology too literally. But if allowance is made for these defects, which remain, this book is a useful study of Tantra, the practical methods used for the realization of the supreme goal of the religion. It reveals important themes within Mahayana Buddhism, its philosophy and mysticism, sexual symbolism and practices, and esoteric Yoga.

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Word made flesh

Peter's Portrait of Jesus. By J. B. Phillips. Collins £2.95 0 00 215628 8.

There is "one English book and one only, where... perfect plainness of speech is allied with perfect nobility; and that book is the Bible." Matthew Arnold's opinion applies admirably to J. B. Phillips's translation of the First and Second Letters of Peter. The language, particularly of the Gospel, is plain and modern without being hackneyed or ugly. There are two extremes in studying Scripture: the purely academic approach which concerns itself with theories of authorship, date, style and so on; and the meditative approach, where the words are accepted as bearing spiritual power which can enter the life of the reader. Phillips takes a clear, former, he claims that Mark's Gospel is based on Peter's memories of Jesus, and accepts Peter's authorship of 1 Peter, though not of 2 Peter.

But these matters are secondary, for he is concerned with the spiritual approach. The Gospel of Mark, the earliest of the four, is a brief, urgent, and vivid tract. Through it, as one New Testament scholar observed, we get "the impression of the unique, partly personal, partly human, but completely evangelical greatness of the personality of Jesus." Phillips has the gift of being fully at home in our world—there are homely details in his commentaries which at once strike us as familiar—and yet also at home in the world of the Gospel. The distance of time and culture is successfully bridged although he does tend to sidestep some of the difficulties such as the "unforgivable sin" and the cursing of the fig tree. Personal and conversational, he establishes a rapport with his readers; they are drawn into the story.

Where Mark's Gospel gives the basic events concerning Jesus, Peter's Letters urge us to act upon them. They are epistles of exhortation and encouragement, spiced with theology. They follow well after Mark's Gospel; the words of 1 Peter

5-v 12 could well be applied to both: "I am sending this short letter... to stimulate your faith and assure you that the above words represent the true grace of God." Edmund Power

Jesus, The Man Who Lives. By Malcolm Muggeridge. Collins £6.00 00 215522 2.

The conversion of Malcolm Muggeridge to Christianity was an interesting, and in some senses a significant, event. But it does not entitle him to speak authoritatively on behalf of the churches about all aspects of Christian doctrine, though the BBC at one time seemed to think that it did. In fact, the version of Christianity which he embraced sometimes seems to come very near to a doctrine about the inherent evil of material things which the main streams of Christianity have always repudiated.

Nor does his conversion entitle him to disregard all the patient work of biblical scholarship which has gone on through the centuries, and especially during the last one hundred years, with a view to discovering the reliability and authenticity of the gospels. Yet in this book he appears to claim both entitlements. He is scornful of most theologians and of all except the one or two biblical scholars who agree with him on some special points. He reserves some special abuse for the ecumenical movement, the principles of which he has not really bothered to understand.

Yet perhaps the impression of arrogance which he gives should be neglected, and this book taken as a personal confession of faith by an intelligent modern writer who is really seeking for the truth. As such it gives fresh insight on some well-known but difficult passages, and Mr Muggeridge's story of the Passion and the Resurrection is told with a conviction which no doubt arises from his looking at the narrative without too many encumbrances from tradition. The illustrations, which are selected from masterpieces inspired by Jesus in many ages and cultures, are superb. R. E. Davies

Worlds of opinion

W. Owen Cole

Life Cycle Series. By John Elliott and Eric Pain. Volume one: Sex, Marriage and Family Life, 7188 1919 5. Volume two: Education, Work and Death, 7188 1920 2. Lutterworth Educational £1.30 each.

We share a common life cycle, but vary in our reactions, explanations and interpretations. This is the basic statement of these books which between them cover the journey of life from birth to death and the question of personal survival. The series attempts to document some of the inherent tensions by presenting people's views in the form of reasoned arguments, cartoons, photography, poems, and plays. These are intended to be a basis for discussion and inquiry and should not be seen as an attempt to put across facts or truths.

The plurality of opinions which exist is acknowledged to the point that differing Christian attitudes to divorce, euthanasia, contraceptives and abortion are given as well as Buddhist, Jewish and Muslim beliefs about various aspects of the life cycle. The authors go to some pains to stress their desire that all into the classroom should be brought one another but not in such a way that Christian positions should be ignored, neglected or ousted.

The type of classroom envisaged these issues to be explored and discussed openly with no desire to force any views upon the pupils and in which he is prepared to act as a catalyst, chairman and resource consultant. Discussion is the main activity which is expected to take place but others are also outlined.

role play, the production of tape or tape and slide documentary studies, surveys, and consultations with visitors (for example, marriage guidance counsellors).

The selections are both wide ranging and to the point and are culled from such sources as Kingsley Amis, C. S. Lewis, the Indian Tourist, Office, Bertrand Russell and Teachers' World. The religious positions are mainly represented by Radhakrishnan, Bonhoeffer, or a papal encyclical, though there are scriptural passages. In other words, the distance of time and culture is successfully bridged although he does tend to sidestep some of the difficulties such as the "unforgivable sin" and the cursing of the fig tree. Personal and conversational, he establishes a rapport with his readers; they are drawn into the story.

In the same way, the dialogue which the authors hope for does not happen naturally. Ours is still a confrontation not a dialogue and teachers must themselves learn how to use such books as these. Nevertheless, as the curriculum studies course the Life Cycle Series has much to offer, although many teachers will surely wish that references to the books from which they have taken their extracts.

Talk-in

Peter North

Confrontation. By Ian Blaxter. John Elliott. McGraw Hill £1.75, 07 094037 1.

Confrontation is 185 pages, stories, extracts, poems and photographs intended as resources for discussion of religious issues, sixth forms and colleges. The authors do not make any claim on what they include:

"Peter: Do you believe in God? ... You can't tell me, really."

"Peter: I often wish he'd make himself a bit more, you know the sky."

"Dud: I'd be nice you know every now and then he puts clouds in a golden burst of shine gives us a little bit of know, 'Hello, I'm here, you believe in me.'"

"The materialist's conception of history, at least in its emphasis on the historical laws that guide man's development, is the denial of the human element in the development of the world. Marx calls the preliminary 'manhood'."

These two extracts illustrate the breadth of material contained in this excellent book. In some of the extracts, particularly later in the book, the extracts seem a little too long, unbroken by any light relief, and the photographs serve almost as well as the poems and the scripts. All contribute effectively to the coverage of the themes: "What is a Christian?" "What about the feeling?" etc. In compiling the selection, the authors have made the temptation to include lengthy extracts which could, in a classroom, take all of the time needed for discussion.

found that the lack of an index or even a Contents page made it difficult to locate and play recorded tapes to particular items. Although I acknowledge the value of the "Index of Issues," many teachers will find the guidance of the discussion methods, which follow the preface, useful.

Sufis

The Way of the Mystic. By Margaret Smith. Lutterworth £2.95, 0 85969 071 1.

This book was first published in 1931 under the title *Studies in Early Mysticism in the Near Middle East*. The new edition has a new subtitle *The Rise of the Sufi* and this more accurately describes the theme of the book.

The opening chapters give an outline description of mysticism, asceticism and the rise of Sufism, and is a very readable introduction to the life and teaching of some of the early mystics in the Near and Middle East. The new edition has a new subtitle *The Rise of the Sufi* and this more accurately describes the theme of the book.

When Muhammad set forth his teaching, Christianity was already widespread and well established in the Middle East. The Qur'an stresses the need for piety and self-discipline, fasting is strictly enjoined and prayer must never be neglected. There are also a number of traditions which, since the repentance, humility, silence and meditation as elements of the Sufi path. This Dr Smith establishes and develops her theme through early Sufis, the mystics within Islam (the name Sufi is derived from the simple woollen garments they wore) sought and found much to help them in teaching of the Sufi path. This Dr Smith establishes and develops her theme through early Sufis, the mystics within Islam (the name Sufi is derived from the simple woollen garments they wore) sought and found much to help them in teaching of the Sufi path.

This is a valuable book for the teacher. The subject with much light and sympathy and it imparts a great deal of information about the aspect of the religion of Islam which is not generally known. In the concluding chapter Dr Smith considers that mysticism in Islam always arises spontaneously in the true religion because of the yearning of the human soul for a direct and personal experience of the Divine. T. J. Thomas

NECCTA broaden their horizons

by Frances Farrer

The National Educational Circuits Television Association (NECCTA) held their annual conference at Cardiff last week. New technology, communications methods, difficulties, experiences and research were discussed both through papers and informally. The conference is seen as a talking shop not only to exchange information but also to reassess the purpose and function of NECCTA members and their media.

This year, despite financial cutbacks, their scope appears to be broadening into educational communications technology as a whole rather than being simply confined to television. Members find they are achieving much greater academic superfluity, and are being consulted on a wide variety of media problems. Dr Aled Rhys Williams of Cardiff University, a founder member of NECCTA, thinks that the emphasis is shifting from the building of hardware and making self-contained programmes to making and assessing different types of programme. NECCTA have recently negotiated an agreement with the Open University to use its media productions at a favourable rate.

Some NECCTA programmes are suitable for student self-teaching, others are short "concept pieces" which can be inserted into lectures. Equipment and expertise have improved and this, coupled with economic difficulties, creates a need for more careful planning, sterner self-criticism.

Independent learning was discussed in two papers, by Peter Updell of Bishop Otter College, and Dr Duncan Harris of Bath University. Mr Copeland has developed a prototype indexing unit which enables a videotape recorder to locate and play recorded tapes to particular items. Although I acknowledge the value of the "Index of Issues," many teachers will find the guidance of the discussion methods, which follow the preface, useful.

The unit was made to meet a need for repeated demonstrations of basic manipulative skills, leaving the teacher free to help individual students and giving the students more control over their projects. The system makes demonstrations available outside timetabled teaching. Dr Harris considers that students should be able to have access to a vast range of material, and that the video is a very important aid to independence. In the past, the video has been used for a limited range of material, and the video material is therefore essential.

Studies of the application of media in teaching at Carleton University, Ottawa, have also examined the idea of student control. The research is multi-disciplinary, involving electrical engineering, and social psychologists. Professor Donald A. George said it showed that students like to have a measure of influence over media, and other ways of planning a satellite link with Stanford University, which already has an educational television network transmitting live lectures. They hope to join the network for two hours each day.

Other transatlantic news was in the talk given by Professor W. Gossling of Bath University, on mobile and short wave com-

munication through radio. He described the use of citizen band radio, 23 channels now used by four million Americans to transmit over distances of up to 19 miles. Radios use a maximum of four watts at 27 MHz and are used in sports, farming, building and motor. However, Professor Gossling considers that short wave mobile radio is underused in this country and could have educational applications in fieldwork for biology, geology, ornithology and social work as well as for research and medical monitoring.

Community access to media was discussed by Peter Lewis, manager of Bristol Channel Television (cable) until it was closed last year. Local television offered an alternative to the large networks which were not always available in the informal style. His presentation showed local history, wild life, news and events as well as school and university drama. Programmes actually produced by Bristol people had only just begun, but Peter Lewis considered their potential was enormous.

Methods and styles of production discussed by NECCTA members included the introduction of colour to closed circuit television, which has brought aesthetic and economic problems. Papers were given on plans to retrieve technical facilities to a budget, and artistic decisions.

Dr W. de Vogel, director of the Foundation for Film and Science in Utrecht showed an extract of colour videotape which had been composed in three hours from existing book, slide and film material. The tape was shown simultaneously on a television screen and a 16mm screen to demonstrate Dr de Vogel's theory that the television screen draws the eye irresistibly.

One of the most valuable aspects of NECCTA is the exchange of information and informed opinion on equipment. Dr P. D. Whitaker, of Birmingham University, gave his annual survey of technical developments in videorecording, broadcast sound, editing, cameras and projectors.

Among the many important innovations is the concept of electronic news gathering using handheld television cameras which when combined with a digital signal processing device (time-based corrector) gives a video reproduction of a quality equal to 16mm. Dr Whitaker considers time-based correctors one of the most interesting developments. Although expensive, they are becoming more and more available to schools and colleges. They are also becoming more and more available to schools and colleges.

Amid national economic tribulation, worries about recruiting good technicians and disappointing at not being able, practically, to keep up with the new technology, NECCTA members are reasonably optimistic. They feel that educational closed circuit television and technical media are accepted as being here to stay, and that they have a valuable service to give.

Further information about NECCTA, details of papers, membership and the quarterly magazine, are obtainable from the coordinator, Miss Patricia Kelly, 86 Micklegate, York YO1 1JZ.

Table tailoring

New methods which could be used in determining the size of tables and chairs in schools are recommended in Building Bulletin No 52 "School Furniture: Standing and Sitting Postures", published by the Department of Education and Science. Time-study techniques and activity sampling were used to record the amount of time pupils of different ages spent in various sitting and standing postures. And with this evidence, fitting trials were made to establish the upper and lower tolerances for seat and table heights for pupils. A theoretical range of five sizes for school furniture was then worked out.



Pepys's posture

S. Pepys, March 17, 1666.—"This day I began to sit and he (John Hayls) will make me, I think a very fine picture... and do almost break my neck looking over my shoulder to make the posture for him to work by."

Pepys proved an excellent subject for canvas and recorded the progress of the painting in his diary, thus providing the National Portrait Gallery with a superb educational combination.

Their Pepys project has been most successful and there is now a great deal of children's work to show for it. Some of the children's drawings, writings and collages are being exhibited in the Education Room until May 9.

The gallery hopes that this exhibition will demonstrate their educational facilities and that "teachers will not only take advantage of the Pepys project but also consider visits to the gallery as an important part of any English history course from the Tudors onwards."

The education department, run by Angela Lewis and Sheila Russell, say that they can provide talks on almost any subject related to people in their portraits. The main areas are history, art, music and literature. Earlier projects have included the Tudors, Cromwell, Parliament and King Charles I. The difference with the Pepys project is that it has been tested and used in greater depth and detail than earlier projects.

Children from Fimble Comprehensive were the first to work on an exhibit last year. During two morning visits they were shown the portraits of Pepys and his contemporaries and given a talk on the historical events during Pepys's life; they also studied costume from the diary. Finally, the children went on a day-long history trail looking at places in London mentioned in the diary or related to Pepys.

In the summer holidays the project was made available to children between 7 and 13 who came voluntarily. Events were less formal and included some agreeable entertainments such as a dramatized reading of the diary, a seventeenth century music workshop and a session of puppet-making. Some of the phrases, such as "I wonder did they..." and "Surely, simple" sound lovely. Otherwise the people and events could be anywhere.

Muck, Cement and Blackberries by Neil Speers is published by the Appleton Press, 139 Grafton Street, Belfast BT2 2HL, at 45p. Further information can be obtained from William Derra or John Murphy on Belfast 43074.

Although the Pepys project is intended for the middle age range it has been used for sixth forms and even adults. Topics and treatment vary according to the ages and abilities of the group and the time available. The education officers recommend a maximum of thirty children.

Bookings for Pepys and other projects can be made by telephone or letter to the education department, National Portrait Gallery, St Martin's Place, London WC2, telephone 01-930 8511.

Below is a drawing done as part of the Pepys project.

Jobs at the throw of a dice

by Owen Surridge

The Careers and Occupation Information Centre, formerly the Central Youth Employment Executive, is preparing three new games for use in the classroom. They are the invention of Mrs Thelma Barber, formerly of the careers department of Kidbrooke School, London, and they are aimed primarily at the less able child.

The simplest is a form of Bingo, matching words instead of figures. It aims to establish a broad outline of preferences as a guide to careers teachers and acts as a thought-provoker for the children. The "houses" are marked in sections headed "training", "hours", "workmates", "duties" and "surroundings", and the bearings legends that list factors which might be involved in the job—unsocial hours or emergency stand-by, teamwork, working high up or some examples. The jobs range from filling clerk to packer, where the hand to shell filler, assembler to gas fitter, the last being about the most demanding.

Slightly more sophisticated but by no means difficult is *Jobwise*, a cross between ludo and snakes and ladders, where the progress of a counter round a board depends on the throw of a dice and on instructions proffered in two sets of cards. On one set are the hazards—"You answered a customer rudely; go back two places" or "You take an extra long lunch hour; go back..." and the rewards—"You get a good report from your day release course; go forward three places".

Players who pass a certain point on the board become judges, who may pronounce on the correctness of replies to questions posed in the other set of cards. These demand answers about the requirements of specific jobs. The game seeks to inform about jobs such as bricklaying, kennel work and the simple crafts.

Both games can be played without supervision and both, it is claimed, last just long enough to sustain interest. The third game, *Topjob*, advances the whole process a stage further and demands the participation of the group in a game of controlling factor is the chance fall as required.

Belfast tales

Muck, Cement and Blackberries is a reader for 10 to 12-year-olds composed of stories about Belfast children in the 1970s. The book is the product of research by a member of the Schools Curriculum Project of the Queen's University Institute of Education.

The stories were written after discussion with teachers and study of the writings of children in the age-group. They are illustrated by children, and the text is given "in order of increasing complexity". The book covers a range of project cards for follow-up work.

Surprisingly, the stories make no mention of the troubles. They are open-ended, slice of life tales concerning 'Jim, John, Harry and friends, their school, their thoughts and passions. Some of the phrases, such as "I wonder did they..." and "Surely, simple" sound lovely. Otherwise the people and events could be anywhere.

Muck, Cement and Blackberries by Neil Speers is published by the Appleton Press, 139 Grafton Street, Belfast BT2 2HL, at 45p. Further information can be obtained from William Derra or John Murphy on Belfast 43074.

Music-making

The staff and pupils of Holmfirth High School, Yorkshire, have produced a local history and long playing record featuring the music of composers such as Schubert, Cole Porter, Gabrieli and Jerome Kern.

Peasants and Clothiers, the history of the Holme Valley and Meltham, begins at the Stone Age and finishes in recent times. Topics such as Peasants on the Moor, The Rise of the Clothiers and Dark Satanic Mills cover sub-headings such as Law and Order, the Domestic System and Child Slaves. It is illustrated with maps and drawings. The history was produced entirely in the school and is the work of non-selective pupils.

The record is simply called *Holmfirth High School* and is, according to the head, Mr Cocks, "a resume of practical music-making in the school... it took 120 pupils and 14 interested staff about a month of rehearsals, to prepare for the work of recording... the appeal of the studio was great. The pupils' simplicity, perception and naivety" Further information can be obtained from Holmfirth High School, Heys Road, Holmfirth HD7 2SE.

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22 Resources

Acting and improvisation, mime and movement

by Deirdre Griffin

Think, Move, Speak
Drama Worksheets
By Peter and Janina Watcyn-Jones
University of London Press, St Paul's
House, Warwick Lane, London.
EC4P 4AB. £1.25 per set. Teacher's
book 35p.

This is a series of three sets of worksheets for the nine to 13 age group, accompanied by a teacher's guide. They are designed by Peter and Janina Watcyn-Jones for the non-specialist teacher, but could also provide specialists with ideas to supplement their lessons. Each set consists of 24 numbered cards and the titles are *Mime and Movement*, *Stories for Acting and Improvisation*.

The first set aims to develop the expression of ideas through mime and movement, using speech only if it occurs naturally. They were prepared for use with mixed groups but can easily be adapted for single sex schools.

Each card takes a separate theme, and the detailed instructions usually involve the children in working in two's and three's before the whole group becomes involved. The final instruction on each card leads into more imaginative work for which the children have to supply their own ideas. On the whole, the themes explored in this set are fairly familiar; they include puppets, mirrors, vaxworks and old movies.

The second set develops the work

outlined in the first. It tries to help children build up a story, using mime, movement and speech. The cards tell an open-ended story, this is followed by a series of hints.

The first card is about some children who discover a time-machine, and after pressing a button find themselves surrounded by cavemen. The hints suggest that members of the group decide which pupils are to play the children and which people from another time, and then show how the children communicate with the cavemen. The final suggestion is that they should choose other centuries to visit.

The aim of the third set of cards is to explore an idea in detail through characterization, with the emphasis on speech. These cards present the children with a situation: "A group of people are in a Wild West saloon. Suddenly, one of the townsfolk, his face white, bursts in shouting, 'Black Jack is coming!'". Questions follow, designed to stimulate the group as they plan how to act out the story.

The teacher's guide contains plenty of ideas for the non-specialist, such as the well-known "freeze" game and devices for making yourself heard. There is also advice about grouping, equipment and avoiding complaints from other members of staff.

One important cautionary note points out that the teacher, or a pupil guided by the teacher, should demonstrate a stage fall before it is tried by the children. The card referred to in this note is in the first set and gives those instructions: "This is how: 1. Kneel down

on your right leg. 2. Sit down on your right foot. 3. Fall backwards onto your right shoulder, with your head bent over. This is called a stage fall."

This card illustrates the inadequacy of this method of teaching drama. We should think carefully before we supply non-specialist teachers with a book of rules and a few ideas and encourage them to take drama lessons. This series might be an invaluable source of ideas for hard-pressed drama teachers looking for fresh material, but the cards should never be handed out to groups of children. The cards are not only visually unattractive, they are also just the kind of starting point most likely to discourage non-readers, who look forward to expressing themselves in drama without suffering the usual disadvantages of illiteracy.

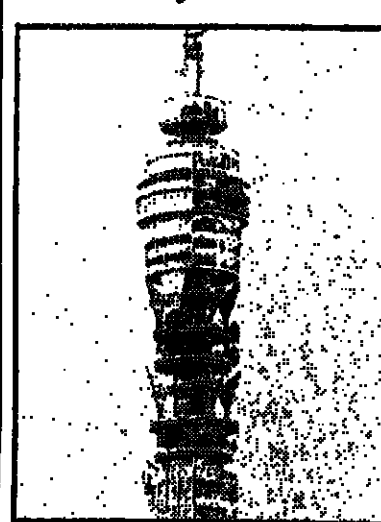
The method most strongly advocated in the teacher's guide is to divide the class into small working groups of five or six, each group occupying a separate area of the room. It is suggested that the groups stay together for a term.

While it is valuable for children to spend some time working like this, groups that are the same for a length of time can be easily dominated by the same children and there are always those who are left out. The teacher is forced to advise, and then vet the work of each group when it is ready, and whether or not each group does its play for the rest of the class, the work is still viewed as preparation for a performance.

The exploration of situation and feelings is far more important in classroom drama than giving performances, but this requires more guidance than is supplied by a non-specialist armed with a set of worksheets.

However, it is refreshing to come across a practical aid for teachers which does not, as the compilers say, expound "the numerous theories on why we should be teaching creative drama". Perhaps we should think a little more about how it is taught.

Tall story



Part of the Wallchart

The Post Office Tower, at 620 feet high, is the tallest building in Britain. It has 50,000 square feet of glass on its outside covering and weighs 13,000 tons. The tower carries aerials which transmit telephone conversations hundreds of miles through microwave beams. And, as all the world knows, it has a revolving restaurant at the top, which takes half an hour to give a complete view of London.

This is some of the information given on a wallchart published by the Post Office. The chart is clearly drawn and printed in full colour, and has recently been reprinted to keep up with demand. It is available free to schools, colleges and youth centres, to members of the British Families Education Service Overseas, but not otherwise to people overseas.

Write to Miss Frost, The Education Service Publishing Division, Post Office Telecommunications Headquarters, Alder House, 1 Aldersgate Street, London EC1A 1AL.

Through a glass darkly?

OWEN SURRIDGE on the care of lenses

Thanks to the expansion of this kind of equipment the lens, once confined strictly to the science lab, is now infiltrating most school departments. It is included in projects and experiments, cameras, projectors and other optical apparatus used to supplement the blackboard. Given reasonable care, lenses should not need frequent cleaning. However, every term should suffice, and they must be cleaned from time to time if viewing is not to be spoiled by spots and other blemishes. The most mildly abrasive material available for cleaning is lens tissue, which is coated, or "blended", to prevent refraction of light from its inner surfaces. This treatment is now applied to most camera lenses. If exposed to dampness for any length of time, such lenses may become inflexible with fungus spots. Short of removing the "blended" there is nothing to be done except that; the lens will have to be returned to the manufacturer for treatment.

The old professional photographer always used the softest of cloths, leather for cleaning, but though the damp bit of "chamois" is a useful, it must be both dry and soft. More modern materials are available. The good photographic dealer will supply brush, brush, cellulose tissue, specially treated dusters (also claimed to be fluffless, but beware of that).

Loose particles can be quickly flicked with the camel hair brush, but if the lens is covered with a film of tissue moistened, perhaps, with a lens cleaning fluid. Keep away from chalk dust, and covered with a lens cleaning fluid. Keep away from chalk dust, and covered with a lens cleaning fluid.

An alternative one recently manufactured is a new chemical and anti-fogging compound now contained under the name Orizone. It contains a useful anti-static agent and another ingredient which is said to remove the film of surface resistance plastic lens. It is packed in an unusually small aerosol canister about the size of a roll of film and the spray is controlled, enabling only a puff of about 70p. In case of difficulty write to the Richard Cook Agency, 12 Sycamore Avenue, Rossey, the shan, Sussex.

Plastic lenses need special attention, as do those contaminated with salts, oil or unidentified substances that prove difficult to remove. Application of a solution of trichloroethylene to the lens, or sulphur-free xylene and possibly, demineralized water. Here again, only the softest of tissues should be used. All lens cleaning should be limited strictly to the outermost surface. Assume that the complex lenses are ill-served. Any that are dirty within should be packed carefully and dispatched to the manufacturer or an appropriate repair workshop.

The King Cole Tube Bending Co. are introducing a new audio-visual trolley made of welded mild steel. The makers say a relevant use as a projector table, a relevant use as a projector table, a relevant use as a projector table.

Further details from King Cole Tube Bending Co. Ltd, 40 Buckton Road, Pen Mill Trading Estate, Yeovil, Somerset.

Correction

Only educational bodies (schools, colleges, research groups and so on) who register with the National Consumer Trust's new register, and not as stated in the TES of March 19. The register of material costs 35p, plus postage. It is free to groups registering as use of the bank.

Electronics kit on an international circuit

by Harold W. Appleton

Electronics Super-Electronics, £7.32, £12.80, both plus VAT, by Logix Kosmos Educational Productions Ltd, Wakefield, Wetherby.

These kits were developed by Frank'sche Verlagshandlung, Kosmos of Stuttgart, West Germany. They were further prepared by a Canadian firm and then passed on to Educational Productions for the British market. Unfortunately the instruction books have gained nothing but some errors from their travels.

The kits are not entirely original, since at least one good series has been available for years. They do, however, have some excellent refinements.

Each kit has one or more baseboards or "consoles" of sturdy plastic with grooves for special clips to hold wires and components. Each clip has four holes into which wires fit and hold firmly making a good electrical contact. They are a distinct improvement on the spring-clamp devices found in other kits which can be difficult to use if several wires are to be connected. Also, since once fitted in the console they do not come out again, they are not easily broken or lost. Prepared lengths of good quality wire with correctly sized ends are provided, together with switches, an earphone, resistors, capacitors, transistors, etc. A screwdriver/spanner is also designed to act as a former for bending wires to the correct lengths.

Special slots across the corner of the baseboard serve a similar function. The only item lacking is a set of three small 1.5 volt cells, which, as they say, would deteriorate with use.

At this point we turn to the instruction booklets for guidance. The booklets are in two parts. The first is told how to prepare the console for use, and then led step by step through a series of graded experiments introducing resistors, capacitors, transistors, etc. At an early stage it is necessary to put a wire into place. A piece of wire is used to insert a wire through the side slots into the ridge for the screw thread. The wire is screwed in to touch another wire at the base.

Precision pens

The name Rotring is well known for technical pens and drawing instruments for making mechanical, scientific and architectural drawings. Now the company is hoping to extend the use of precision drawing pens into schools, and have introduced the Primus range with four different pen sizes (which should satisfy most educational requirements). The nib sizes are 0.25mm, 0.35mm, 0.50mm and 0.70mm, they are marked on the body of the pens and also indicated by colour. The rotating tubular nibs are said not

to break, smudge or drip.

The pens are part of the Primus system which include a rapidamatic unit for keeping pens wet while in use, two portable drawing boards and a combination of compass and dividers. The makers say that all the equipment is designed for the inexperienced student, but made to the same standards as the professional equivalents.

Further information from the UK distributors for Rotring products: Mr R. L. Stern, Hartley, Rees and Company, Building One, GEC Estate, East Lane, Wembley, Middlesex.



The makers of the Super Clip, a large holding clip, have thought up 'fifty standard applications' for it. These include such eccentric notions as 'a clothes hanger', 'a flower holder', and 'a children's toy when teaching colours'.

Nevertheless it is still a useful clip for papers and clipboards or for holding maps or materials up to 'pin' them. The Super Clip is made in four bright colours, is rustproof and costs 10p from large stationers. Further information from J.B. Commercial Enterprises Ltd, Tillingham House, 110 Kendrick Rd, Reading, Berks.

Town plans

by Bryan Waites

Planning a Town. A simulation game. Devised and compiled by John Claydon. Prepared and edited at the Suffolk Record Office by W. Sergeant and D. Penrose. Suffolk County Council, Ipswich. £2.62 including postage.

The idea of this game is to put children as nearly as possible in the place of the planners and residents of Ipswich at important stages in the town's growth. The town grows from a population of about 12,000 in 1800 to a potential 200,000 with overspill from London. Using a base map and some additional information the players have to decide where to site housing, factories, docks, shopping centres, car parks, offices, railways, an airport, and a bypass road.

Players are divided into groups of four and individuals act the roles of farmer, shopkeeper, manufacturer and resident. Information cards are passed to the groups every ten minutes or so, and decisions must be based on these after discussion. The group makes decisions on the game using different colours for different areas. The map of Ipswich is inverted so the pupils need not know which city they are working on. Indeed the compilers recommend that this information be kept from the players until the end.

Ipswich is described as "not untypical of most towns affected by the Industrial Revolution". The game tries to show the impact and problems of the revolution, to give insight into town planning and the development of Ipswich itself. The kit consists of 20 outline maps (a class of 32 divided into eight groups would use only eight maps), sets of eight information cards, teachers' notes with suggestions for follow-up activities and five completed maps of Ipswich to show how it actually developed.

This game is interesting to play and certainly achieves some of its objectives. However there is not enough information about the physical background of development areas nor any allowance for the chance of unplanned growth, a feature of the early nineteenth century.

It would be wrong to give the pupils' planning committee the idea that they can really simulate the way in which decisions were reached 100 and more years ago. The central core of the town is kept out of the game for too long without indications of possible changes.

The difficult railway rule is not followed on the final "approved" map which is confusing to players. There is no allowance for reduction of a railway or road network, such as might be expected from the Beeching axe. Canals are not mentioned at all, nor is extensive and heavy industry. It is important elements in the Industrial Revolution.

The kind of factories to be sited are not explained, though the teacher might help to elucidate this. There is no indication of scale on the base map nor of location within the rather large squares provided. Perhaps smaller squares would allow more refinement in decision-making. The large blocking of population is inflexible and results in coarse locations.

The background information sheets, loosely described as teachers' notes, are not well produced and would be more useful as a booklet. They contain some useful advice on preparation and follow-up work, using resources from the Suffolk Record Office. It is a pity that these were not specified as a resource list, so that teachers in other parts of the country might try to obtain photocopies of them. Such preparation and follow-up will be critical to the success of the game. The principle might be applied to other towns and, in fact, teachers buying this game could easily adapt it and improve on it for themselves.

The game is claimed to be suitable for primary pupils as well as sixth-formers, but it appears to be more appropriate for 13 to 16-year-olds. Though it has drawbacks, it is still a welcome addition to the school library, especially in an attempt to use record office material for educational purposes.

James Galway's colourful selection of flute showpieces is more entertaining than the Decca selection, but perhaps this is because the record is aimed at the general public rather than at educational institutions. The record includes 16 attractive songs and dances, and offers a most useful cross-section of Czech bagpipe styles.



Dominance and wealth in Spain

by Deborah Thom

Spain in the Time of Philip II. Then and There Slides. Longman/Common Ground. £2.25.

This kit comprises 12 slides packed in a neat wallet with a small handbook. There is one of Philip II and another of two of his daughters, grave and touching in their large, stiff skirts. His palace at the Escorial provides two further slides, one external, one of his private apartments. There is also a photograph of a nobleman's dining room, and in the person of El Greco's son, a picture of another member of the wealthy classes, who could afford to wear lace and jewelry.

The rest of the Spanish nation only appears in a Murillo included to cover religious life. There is also a slightly disproportionate emphasis on shipping, but this is forgivable in that it is provided by two excellent pictures of maritime battles and an attractive scene of Seville and the busy Guadalquivir. The point made is a valid one: that Spain's wealth

relied on her capacity to dominate the Atlantic and Mediterranean sea routes.

A watercolour of dubious technical authenticity shows slaves mining gold. The handbook's description of the process of exploitation of American mineral wealth shows a lapse here from its usually high standard of background explanation. "Spain was criticised for her harsh treatment of Indians in the Americas. (Many died of disease and overwork). So slaves from West Africa were introduced to work in the mines, and on cotton and sugar plantations". The causal relationship implied here is simply inaccurate, disproved by chronology, and it is unclear whether slavery is to be seen as a result of criticism or labour shortage.

A useful set of slides which includes a map of the empire around the Mediterranean and in western Europe and has versatile illustrations is slightly marred by the handbook, though there are few mistakes of the magnitude of the explanation of slavery.

Clarinet, flute and pipers band

The World of the Clarinet. The World of the Flute. Decca. £1.25 each.

James Galway Plays Showpieces for Flute. RCA. £2.99. Showcases for the Euphonium. Saydisc Specialised Recordings. The Barton, Ingleson Common, Badminton, Gloucestershire GL9 1BX. £2.75. Kennedy's Pipers Band. Partridge £1.99.

The Decca World of... series has recently appeared to be directed at the educational market, with reports on the World of the Sea and the World of the Violin. The two latest, which feature music for clarinet and flute, provide another useful selection of material.

The World of the Clarinet includes a complete performance of the Mozart concerto, superbly performed by Alfred Prinz, and the Weber "Grand Duo Concertant". There are also shorter works by Wagner, Brahms, Horowitz and Debussy, represented by his charming "Petite Piece".

The World of the Flute follows a similar pattern and includes one or two rather predictable pieces as well as some curiosities. Among these are Cimarosa's Concerto for two flutes, and Julius Benedict's "The Gypsy and the Bird".

The record features a number of better-known pieces like the Debussy sonata for flute, violin and harp, and the Bach flute-number two in B Minor. Both these records have useful and thorough background notes.

James Galway's colourful selection of flute showpieces is more entertaining than the Decca selection, but perhaps this is because the record is aimed at the general public rather than at educational institutions. The record includes 16 attractive songs and dances, and offers a most useful cross-section of Czech bagpipe styles.

arrangements of classical pot boilers, including Dvorak's "Hora Slavic" and the inevitable "Flight of the Bumble Bee". Although many of the tunes sound familiar, the composers are obscure, and their fame would appear to rest in the past, rather than in the concert hall. The record is on light music but the record offers excellent examples of flute playing, and since each piece is fairly short, the selection is ideal for classroom use.

One of the most enterprising of the smaller record companies is Saydisc, whose comprehensive catalogue lists a number of records which would have special interest to teachers. Showcases for Euphonium features Lyndon Baglin as soloist, accompanied by piano or discrete instrumental ensemble. Mr Baglin, for many years associated with brass bands, plays his instrument with a rich and sonorous tone and predictably, a sensuous vibrato. Saini Saini's "Cygne" and the old favourite "Pavane d'Amour" are pleasant enough as euphonium solos, but some of the other pieces are trite and would appear to be merely vehicles for technical acrobatics.

Many of the Chod folk songs on "Konrad's Pipers" Band have an old-fashioned, rustic quality and the tunes could almost have come from the mountains of Austria rather than from Czechoslovakia.

The same Chod literally means "land of bagpipers" and this area in south-west Bohemia has always been closely associated with the instrument. The ensemble featured on this recording is a "large peasant band" which includes two clarinets, violins and bagpipes and a double bass. However, in some pieces the traditional nineteenth-century peasant trio of clarinet, violin and bagpipe is used.

The record includes 16 attractive songs and dances, and offers a most useful cross-section of Czech bagpipe styles.

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PO Box 727, Cambridge CB3 0NX

Tel.: 811679

Pottery and home baking

by Jack Rosenberg

Make or Break it Kit
The Stylas Co, 81 Knights Hill,
London, SE27 0HL. £3.99

Stylas have produced a versatile kit which can be used for repairing broken pottery, producing small pseudo-ceramic articles, and decorating china and glass. It contains an instruction booklet, two 1lb packs of epoxy putty which when kneaded together hardens without heat, two tubes of quick-setting epoxy adhesive, six different coloured pigments and an opacifier, two tubes of transparent glaze which hardens in 30 minutes at 350°F in a domestic oven, a brush and a craft knife.

The putty, which is self-adhesive, handles rather like a porcelain body and can be worked thinly, drying to a hard strong material rather like a ceramic. When dry it is completely waterproof. The stains are intermixable, providing a wide variety of colours. They can be used as underglaze or mixed with the glaze for a transparent finish, or with the opacifier for an opaque finish.

With patience and skill (especially in colour matching), the kit can be used to invisibly mend any type of ceramic from domestic ware to valuable antiques, even when pieces

of the article are missing. Many a student's precious but faulty pot could be reglazed by this means without wasting kiln space for the two refirings needed or conventional filling and reglazing.

Plain dinner and tea-sets, tiles and any type of glassware can be decorated. The colours and glaze are not affected by boiling water and the glaze is hard enough to stand up to general use. Jewelry such as brooches, pendants, earrings and cuff links can be made with the modelling putty and decorated. Small articles such as ashtrays, pots and figurines can be produced by any of the usual pottery techniques.

Individual items can be bought separately as parts of the kit are used up, and although the quantities of each item seem small (the pigments, for example, are supplied in 1 dram phials) they all go a surprisingly long way. A free advisory service on repairs is available to kit purchasers. The kit certainly does everything that is claimed for it, but as with all crafts, much practice is needed to produce professional results. The instructions should be followed carefully, particularly when mixing the putty, which breaks up in the two containers and is not completely blended. The kit has many potential uses and could provide a great deal of creative satisfaction.

Spirited duplication

Fordigraph have introduced a method of producing simultaneously a finished transparency and a master for a spirit duplicator. This cuts out one stage and, slightly reduces the cost.

The system combines a sheet of acetate with one of micrographic carbon. These are called DP units. The original can be printed (on a single sheet), typed or hand drawn

and contains both solid and line illustrations. It is placed with a DP unit in a carrier screen, and then fed through a thermal copier. Book pages and illustrations can be copied, a good quality photocopy is used with the DP unit. DP units are available in boxes of 100 for about £7.85, plus VAT.

Further details from Fordigraph, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646,

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Nursery Education Headships

BEAKSHIRE
BLOOM CENTRE NURSERY SCHOOL
Slough
Required September. HEAD TEACHER, Group 2. £14 per annum. Local weighting. Possibility of co-ordination. Accommodation, removal, lodging allowances.
Application forms and further details available from, and returnable to, the District Education Officer, 45 High Street, Slough SL1 3BN, by 27th April, 1976.

Primary Education Headships

ESSEX
COUNTY COUNCIL
SOUTHEND-ON-SEA INFANTS SCHOOL
Southend-on-Sea
Required September. HEAD TEACHER, Group 2. £14 per annum. Local weighting. Possibility of co-ordination. Accommodation, removal, lodging allowances.
Application forms and further details available from, and returnable to, the District Education Officer, 45 High Street, Slough SL1 3BN, by 27th April, 1976.

KENT
COUNTY COUNCIL
APPOINTMENT OF HEAD TEACHER
WESTGATE ST. BAYVIEW C.E. PRIMARY SCHOOL
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Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

APPOINTMENT OF HEAD TEACHER
DIVISION
TANFORD AND MALLING
COUNTY COUNCIL
TANFORD AND MALLING JUNIOR SCHOOL
Group 2 (1st 3rd)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
APPOINTMENT OF HEAD TEACHER
WAKEFIELD INFANTS SCHOOL
Group 2 (1st 3rd)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

ESSEX
COUNTY COUNCIL
SOUTHEND-ON-SEA INFANTS SCHOOL
Southend-on-Sea
Required September. HEAD TEACHER, Group 2. £14 per annum. Local weighting. Possibility of co-ordination. Accommodation, removal, lodging allowances.
Application forms and further details available from, and returnable to, the District Education Officer, 45 High Street, Slough SL1 3BN, by 27th April, 1976.

HAMPSHIRE

NORTH WEST AREA
Tidworth County Primary School, Bazaar Road, Tidworth, Hants

HEAD TEACHER-GROUP 3
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

NORTH EAST AREA
Pinewood County Infant School, Pinewood Park, Farnborough
N.O.R. about 250
Required for the Autumn Term, 1976.

HEAD TEACHER-GROUP 4
Applications are invited for the post of Head Teacher. Closing date: 30th April, 1976. Details and form of application obtainable, on submission of a foolscap stamped addressed envelope, from the Area Education Officer, Crossways, Boundary Road, Farnborough.

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N.O.R. about 330
Required for the Autumn Term, 1976.

HEAD TEACHER-GROUP 5
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APPOINTMENT OF HEAD TEACHER
DIVISION
TANFORD AND MALLING
COUNTY COUNCIL
TANFORD AND MALLING JUNIOR SCHOOL
Group 2 (1st 3rd)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
APPOINTMENT OF HEAD TEACHER
WAKEFIELD INFANTS SCHOOL
Group 2 (1st 3rd)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a voluntary aided school. The Head Teacher will be responsible for the school's educational and administrative work. The post is full-time. The salary is £14,000 per annum. The closing date for applications is 27th April 1976. Applications should be sent to the County Education Officer, Kent County Council, Maidstone, Kent ME1 1LJ.

ESSEX
COUNTY COUNCIL
SOUTHEND-ON-SEA INFANTS SCHOOL
Southend-on-Sea
Required September. HEAD TEACHER, Group 2. £14 per annum. Local weighting. Possibility of co-ordination. Accommodation, removal, lodging allowances.
Application forms and further details available from, and returnable to, the District Education Officer, 45 High Street, Slough SL1 3BN, by 27th April, 1976.

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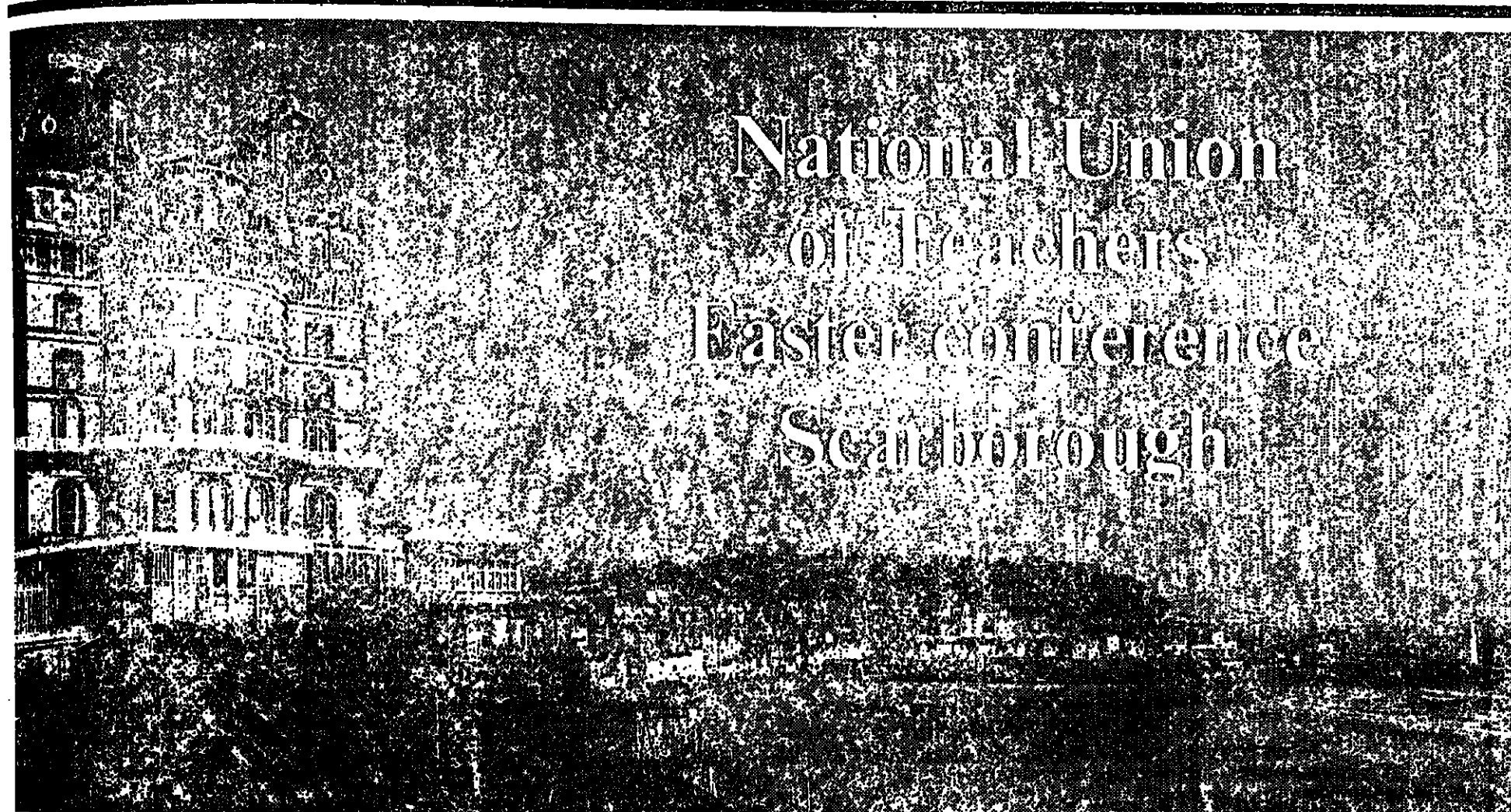
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EXTRA



After the undertakers . . .

by David and Shirley Kilpatrick

The conference of the National Union of Teachers is for the industrious commercial community of Scarborough, the high spot of a quiet April. Coming in the wake of a series of lesser conventions, including Alcoholics Anonymous and the National Association of Funeral Directors, 2,200 visitors and delegates offer great possibilities.

There is also something else on Scarborough's collective mind—the start of the summer season. The alone makes Easter weekend something to be anticipated through a long, hard winter. As the week through the town today you are seeing the result of some pretty frantic preparation over the last few weeks; the boards in the windows have been removed, the shelves cleaned and re-stocked with seaside trivia, the restaurants re-opened, and the gaudy signs repainted.

Scarborough's winter is a season apart. Only the established traders, used to the idea of making all their money from Easter to autumn, resist the numbing effect of a town of closed shops and empty streets. The town is remarkable for its population—something in the order of one pub a thousand residents—and only the pubmen enjoy the long months when, for the few visitors, there's nowhere else to go.

Of course there's a steady tickover: the flurry of Yorkshire stalwarts each weekend, booking in to the bigger hotels for cuprice drink-dine-and-dance deals, to the accompaniment of rousing choruses of "Ilkley Moor".

And then comes March, and the painters and decorators emerge for their annual high season. Inside the spa building's main hall—the scene of the conference this weekend—the cleaners re-seal seat covers. Outside, a couple of skilled mechanics continue the slightly Aogean job of re-painting the sea-wall, battered by January's storms.

The Indian palimpsest—"No, Sir, I'm not a bloody boy. No bad fortunes here, I only tell good ones"—has kept his promenade kiosk open all winter, even at Christmas, catching his customers like an angle on the Esk, Yorkshire's sole salmon river, which lies 20 miles north at Whitby. And Jaccarelli's ubiquitous snackbar (ideal for a cheap meal) have also stayed open; but then Jaccarelli is almost a municipal godfather, boasting large in local politics as well as in the country's top oyster-swallower.

There's a point in that, though. When in Scarborough, you must eat shellfish, or crab—the rows of stalls display whelks, shrimps and all kinds of seafood, and the aroma on a hot day rises from the beach to fill the whole South Bay.

ference, is an educational experience in its own right if the weather's good. About 55 per cent of the visitors to Yorkshire's coastal resorts are from Yorkshire. Bridlington, half-an-hour's drive south of Scarborough, has become home-from-home to a migrant population almost entirely from a small area between Sheffield and Barnsley.

The Royal Hotel—near the delegates' hotel, the Grand—has no compunction in serving up Yorkshire pudding the "proper way", which means two puddings the size of carthorses' hooves swimming in onion gravy, eaten on their own as a kind of *hors d'oeuvre*. If you particularly want to find a dance hall in a tradition hardly changed for 70 years, you can; and yet Scarborough also offers casinos, discotheques, an infinity of restaurants, and the aforementioned pubs.

A few minutes' drive into the country—on any road—will lead to something a little quieter or with a different character. At Bryherstones on the Ravenscar road the solitary pub claims the highest bar (on the barmaid's side) in the country, and the landlord, who has brought in live folk-music four nights a week, promptly assured performers over the Easter weekend.

This is the public face of Scarborough, alongside the penny arcades which are no longer in vogue in the pennies, and hotel charges higher in many cases than good central London hotels.

What of the people's town, the true identity behind the commercial facade?

"Scarborough's a good place for getting cameras like that cheap", said one man meaningfully, looking at our cameras. "A lot of old couples with a lot of money come here to retire, and the bloke buys something like a Leica. After he dies the widow doesn't know how much it's worth and you can pick them up for next to nothing." It is said in a way, that retirement resorts for the genteel rich should be so; you can see it reflected in the prices of houses and flats, which are at southern levels, double the sums for most of the rest of Yorkshire, and services.

Scarborough is a conservative town—with a capital C as well—which built on Victorian ideas about health a lasting prosperity. Anne Brontë, whose grave can be seen in a little churchyard below the castle, was an early example of the genre of invalid recuperant which justified the truly superb Victorian terraces, crescents and squares.

Perhaps, if the east-coast wind does not combine with clouds to leave an everlasting impression that Scarborough is permanently blighted in climate, the town may succeed this weekend in doing what it always hopes to do—bringing back, as tourists or holidaymakers, those who originally came for a conference.

Spring Publications 1976

Head Tasks: A Handbook of Secondary School Administration
Geoffrey Lyons

This book consists of a series of discussion documents which focus upon different aspects of the administrative work of the large secondary school. Its main strength is the flexible way in which each discussion can be combined with the others for a variety of purposes. Publication: May Price: £10.50

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Jean Rudduck and Peter Kolly. Edited by Jack Wrigley and Freddie Sparrow

European Trends Reports on Educational Research, No. 2
By presenting a selection of case-studies from France, Denmark, Eire, The Netherlands, West Germany, and England and Wales, this book gives an insight into the problems of the dissemination of curriculum development from a European point of view. It could well turn out to be a book that has significant influence on future developments. Price: £3.50

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Dr. John H. Taylor

This study of the children of Asian immigrants in Newcastle-upon-Tyne spells out in detail the process of assimilation and the family tensions that arise as the young people take their place in British Society. Price: £5.25

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Scarborough '76

'Double, double toil and trouble ...'

Sue Cameron on the identity crisis facing the union

Three years ago the National Union of Teachers were warned that by the mid-seventies they would find themselves in a "seething cauldron of stress and struggle". The prophecy was made by Mr. Max Morris in his presidential address to the annual conference, and delegates to this year's conference in Scarborough will have to admit that his forecast was spot on.

The fires of inflation are now banked up and the cauldron, labelled "Unemployed teachers", should burst to bubble in September. The pot may not contain any eye of newt or toe of frog, but the Government has tossed in a £618m cut in planned education spending. The Department of Education and Science have contributed to a teacher quota system and local authorities have thrown in all hopes of better school staffing.

There is no doubt the gruel will be "thick and slab". The question is whether the NUT will have the stomach for it. In the last year they have secured hefty pay rises, completed the defeat of their own strike and increased their membership figures. But now the Indian summer is over and the prospect of thousands of unemployed teachers is going to force the union to face up to some basic questions.

Most of these questions were spelt out to the NUT leaders when they gave evidence to the Commons Education and Arts subcommittee in January. The subcommittee, investigating priorities and decision-making in the DES, is chaired by Miss Janet Fookes, MP for Plymouth Drake, and a former teacher. Miss Fookes is a very astute lady who pulls no punches. She asked the NUT leaders if there was any difficulty in being both a trade union and a professional association. She also asked the point of consulting them on education spending cuts if they were going to say that all cuts were unacceptable.

The union's answers were not illuminating. Mr. Fred Jarvis, the general secretary, spent much time saying no, the NUT did not see any conflict between being a professional association and a trade union. Mr. Morris said the point of consulting the NUT about spending cuts they could never accept was that "you need to know what the teachers are thinking".

Mr. Morris's reply may have lacked a certain intellectual rigour, but it was delivered with force. The resulting contrast raised a small laugh and even drew a wry smile from the other NUT leaders.

But the NUT do not exist just to amuse observers. They have a major thinking to do about their identity and the advice they give to the DES. In some ways, of course, the first problem is the hardest to solve, for the union have never known whether to plump for professionalism or trade unionism.

Sometimes the interests of teachers and pupils coincide, and the NUT are justified in saying smaller classes benefit both their profession and the nation's children. The trouble they have is that they are constantly called for more cash on the grounds that they want to help others rather than themselves are likely to create a credibility gap.

This autumn, when thousands of teachers face unemployment, the NUT will demand that more school leavers be made available for the sake of the pupils. It is unlikely anyone will be much impressed. The public will think the NUT are just trying to find jobs for their members, like any other good trade union.

And while passengers on the Clapham omnibus may have considerable respect for a trade union trying to keep their members out of the dole queue, they are likely to be irritated by the union's attitude. Arguments they will be aware that for a decade money was

asked for star parts in DES productions. As things stand the DES know what the NUT's views are, and consultation therefore becomes a waste of time for everyone.

The NUT say they are in fact prepared to state their priorities but all this boils down to the fact that they want top priority to be given to teacher employment. Low priorities are rarely, if ever, mentioned. In private NUT leaders say the Department can assume that the union will not make a fuss about any cuts that do not affect teachers' jobs or the provision of books.

Unfortunately they do not seem to have communicated this to the DES. Certainly civil servants have the impression that any reduction in present or planned education spending will meet with massive opposition from the NUT.

Mr. Jarvis told Miss Fookes's subcommittee that his union could never be seen publicly supporting any education cuts. He feels—undoubtedly enough—that to endorse a cutback in, say, the youth service would be unfair on the people working there. He says it would also give politicians carte blanche to make even bigger cuts on the grounds that they had NUT approval for their actions.

Despite his protestations that there is no conflict of interests, Mr. Jarvis seemed to favour the trade union role. As general secretary he is also a member of the TUC general council and he plays an active part in TUC affairs. It is even rumoured that he did a deal with other TUC leaders and supported

their policies on incomes and public spending in return for a promise that they would take more interest in educational matters. The TUC will support the campaign against teacher unemployment. But it could just mean a stage army spectacular with a cast of lions.

Some NUT executive members have criticised Mr. Jarvis for doing too much time to TUC affairs. They suggest he is using his own power and influence in the Trades Union Congress. But one of the executive feel he has done extremely well during his first year as NUT general secretary. He has been particularly impressed by his skill as a negotiator in a Burnham committee who, despite teachers' pay. They have even given him an official vote of least of winning an Oscar.

Although he was head of the education department, Mr. Jarvis has a strong trade union background. It is possible that may lead the union out of the present identity crisis by persuading them that their most important role, for the present at least, should be as a trade union.

This would not mean the NUT would cease to play an important part in educational matters, but it would mean a more direct role in which they fight the double whammy of unemployment, and they continue to try to play a part at once they may have lost to remember another line from Shakespeare: "Exit hurriedly, pursued by a bear."



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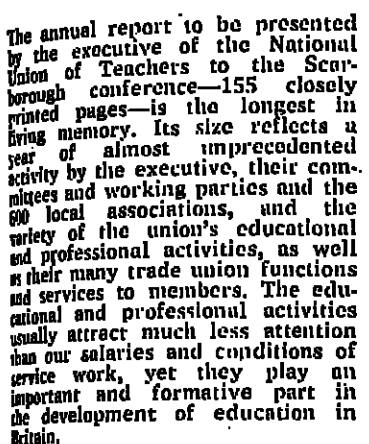
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That was a good year that was



FRED JARVIS,
general secretary,
looks back on 1975-76

The annual report to be presented by the executive of the National Union of Teachers to the Scarborough conference—155 closely printed pages—is the longest in its history. Its size reflects a year of almost unprecedented activity by the executive, their committees and working parties, and the 60 local associations, and the variety of the union's educational and professional activities, as well as services to members. The educational and professional activities usually attract much less attention than our salaries and conditions of service work, yet they play an important and formative part in the development of education in Britain.

The annual report is, of course, an account of the executive's activities during the year. It is not a policy document, but it does set out the executive's proposals for future policy and action. This year, for example, there are long and detailed reports with recommendations on two vital topics—discipline in schools and the appointment and promotion of teachers.

There is also a proposed code of professional ethics. Discipline in the union is dealt with too, for the executive are recommending that provision should be made for action to be taken by the officers against those who act contrary to union instructions, or who are in breach of the rule which forbids strike or industrial action without the prior approval of the executive. These are matters which could cause considerable discussion, but all of them I believe the executive will receive the support of conference. The same applies to the executive's action in supporting the TUC's income policy and in ratifying the 1975 salary agreement without reference to a special conference, a step warranted by this year's exceptional circumstances.

Two features of the report signify changing times. First, there is much information than hitherto on TUC affairs, indicating not only the state of the union's participation in the National Association of Teachers' TUC activities, but, in particular, how we have made use of our position within the TUC to secure additional means of exerting influence on the Government on educational and other issues. Second, the section on "European matters" brings out how, both by their direct contacts with Brussels and through the World Confederation of Organizations of the Teaching Professions' European machinery, the union are paying close attention to expanding and training developments in the Common Market.

It is an indication of the union's resources that these new developments have been undertaken at the same time as other aspects of their work have continued to expand. Take, for example, our involvement in teacher education. Among the 20 committees and working parties which assist in the educational work of the union, the Committee on Teacher Education have had an exceptionally busy year, giving particular attention to induction, in-service training, the union's part in the education work of the Council for National Academic Awards, and most recently, the development of the profession should be strongly backed in the new regional committees and the union have been quick to press for this.



FRED JARVIS,
general secretary,
looks back on 1975-76

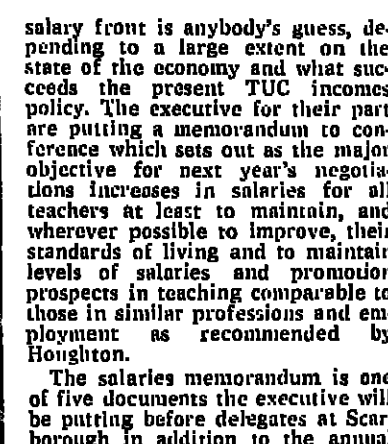
Those who hold that the NUT are too dominant in the affairs of the Schools Council (in our view, with our predominance among the teachers' organizations and with the importance we attach to teacher control of the council) will, I hope, be less concerned, that by giving so much space to Schools Council matters in their report, the executive attempts to ensure a wide awareness of developments in the work of the council and the part the union's representatives play in them.

The large number of educational and professional matters dealt with in the executive's report is not, of course, a large number if one considers the range of issues which the union is involved in. But it is a large number if one considers the range of issues which the union is involved in. But it is a large number if one considers the range of issues which the union is involved in.

While, through no fault of their own, the executive are unable to report progress towards unity with the other schoolteachers' organizations, the joint partnership scheme with the National Association of Teachers in Further and Higher Education which they will ask conference to approve represents a valuable contribution to the creation of a wider professional union. The alliance it will forge between most organized school teachers and most teacher educators and those responsible for further education will show the whole teaching profession the way forward. The massive challenge the profession is going to face in the next few years, when the Government demands a pooling of the strength and resources of all the existing organizations. One hopes that in time it will come to be seen that the best means of achieving this is by the creation of a single, united organization.

Meanwhile, the 12 per cent increase in overall membership which will be reported to the conference indicates the growing strength of the union. In 1975 total income exceeded £1,500,000 for the first time, while total funds almost reached the £5m. It is this basic strength, and careful budgeting, which has enabled the union to withstand the effects of inflation with less difficulty than most other organizations. Although the Government's income policy has put a brake on pay negotiations as such, this has not led to any diminution in the union's work on salaries. Here, too, the executive report activity at a record level. Last summer, in particular, brought tremendous pressures from the major and almost simultaneous arbitrators which the union teachers' organizations and the Teachers' Panel for Burnham Main, the Officers' Panel for Southbury and the Youth Leaders' Panel of the Joint Negotiating Committee. The union can take real satisfaction from the union verdicts the arbitrators gave in these three cases, for they represented considerable victories, especially the Burnham decision which, against most people's expectations, had the effect of largely maintaining the value of Houghton.

What the future holds on the salary front is anybody's guess, depending to a large extent on the state of the economy and what succeeds the present TUC incomes policy. The executive for their part are putting a memorandum to conference which sets out as the major objective for next year's negotiations increases in salaries for all teachers at least to maintain, and wherever possible to improve, their standards of living and to maintain levels of salaries and promotion prospects in teaching comparable to those in similar professions and employment as recommended by Houghton.



FRED JARVIS,
general secretary,
looks back on 1975-76

The salaries memorandum is one of five documents the executive will be putting before delegates at Scarborough in addition to the annual report. The others deal with "The Defence of Educational Standards, Class Size and Teacher Employment", "Equal Opportunities for Women", "Educational Deprivation and Disadvantage" and "The Union's Finances".

With the expenditure cuts and teacher unemployment appearing in the minds of delegates and voted top of the agenda by the local associations with salaries, it is clearly "The Defence of Educational Standards" which will set the tone for the conference week. That memorandum opens with the following quotation from Harold Wilson: "We have to prepare for the changing Britain and the changing world in which our children are growing up. We must be ready to invest in their future. Better education and equality of opportunity. But this means spending more on education. It is a question of priorities."

Well, the Wilson era has ended. What the conference delegates will want to know is whether Mr. Callaghan will ever express such sentiments about education and, more important still, will his Government ever act in accordance with them?

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THE WRITER'S APPROACH

General Editor: EDWARD BLISHEN

These books set out to break down the barriers between the young student and the various literary genres with which he is presented. The authors explore the mechanics of each particular form, the varieties within it, and the reason for these differences. The texts are cheerful and informal, imaginatively presented with plenty of illustrations. They are designed to be used as material for project work and as easy-reading background booklets that will increase the 13-15 year old's interest in and ability to deal with the different forms of writing.

Ready Now! The Writer's Approach to... THE BALLAD by James Reeves (£0.90), NEWSPAPER WRITING by Lionel Birch (£1.20), THE SHORT STORY by Christopher Leach (£0.80).

Ready September: The Writer's Approach to... THE NOVEL by Edward Blishen, THE PLAY by Tony Howarth, THE TV/FILM SCRIPT by Rodney Bennett. (Apt £1.00-£1.30 each)

COUNTERPOINT

PETER MOSS

Two new titles are currently available in this successful series which uses a cartoon format to present adult issues to teenagers.

PREJUDICE AND DISCRIMINATION attempts to define the causes, nature and extent of all kinds of prejudice and forces a much closer appraisal of our own attitudes.

PEOPLE AND POLITICS examines how and why people vote, discusses the voting and party systems, the role of M.P.s, Public Opinion Polls and Pressure Groups. Both volumes maintain the high standard set in the first three titles—Media, Crime and Justice and Medicine and Morality. (£0.95 each)

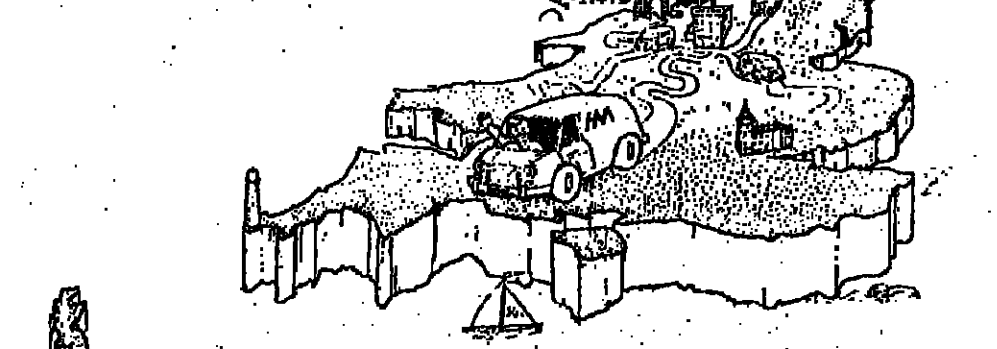
Inspection copies are available from our Education Department

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152-154 High Holborn, London WC1V 7AX

Harrison Mayer are leaving the Potteries Everyday

From the heart of the Potteries HM leave everyday by post, van carrier, container lorry and even by hand to deliver pottery materials and equipment to craft potters and schools, every where.

Every order receives the same personal attention to ensure a quick turnaround. Quality? Never sacrificed. Prices? Always reasonable. That's the policy which has kept HM ahead for over 150 years. Plus the fact that if there is anything new or an improved technical development then you can be sure that HM will be among the first with innovations—subject of course to the technicians and advisers at HM being absolutely sure, in all respects, that new products and ideas can confidently be released to you.



HM Catalogue, Price List and News Bulletin all free from:
HARRISON MAYER LIMITED,
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Exhibition preview

The NUT conference exhibition will be held in The Spa ballroom on Saturday, April 17, 9.30-18.00; Sunday, April 18, 10.00-17.30; and Monday, April 19, 9.30-18.00. The following is a preview of what some of the exhibitors will be showing.

R. J. Arnold, Leeds

R. J. Arnold have infant and junior school equipment, including sturdy wooden playtable, plastic bricks, sand and water play equipment, inset trays, jigsaws, craft kits and modelling material.

For junior mathematics there will be a Titcher's Mathematics, and Cubit and Lister Logic.

Published material will include two reading schemes, flashcards and tapes and the Nuffield Schools Council courses.

Angus and Robertson (UK) Ltd, Lewes, Sussex.

Among the new books in Angus and Robertson's spring catalogue is a series of 20 volumes under the title The Ocean World of Jacques Cousteau. Among the subjects are mammals in the sea, the effect of the ocean on history, life in the polar regions, sea legends and ecological disturbances.

Berol Ltd, London.

Berol's range of equipment covers drawing, painting and printing crafts. There are powder paints, touch paints, paint tubes, painting inks, paper, brushes and painting tools. There are also materials for various types of printing.

Blackie and Son Ltd, Glasgow.

Blackie's new Take a Look series for primary schools reflects the increasing interest in environmental education.

For secondary school age there is the successful Multiple Choice French publication, and the Scraps book history series. For maths

teaching they have produced new overhead projector materials to complement the Modern Maths for Schools scheme.

Bostik Ltd, Leicester.

Bostik make adhesives of all kinds and for almost all purposes for use with metal, paper, rubber, glass, wood, cork, plaster, pottery, tiles, leather and fabrics.

Bradford Timber Products Ltd, West Yorkshire.

This company produce nursery equipment as well as craft benches and art cases.

Cambridge University Press, London.

The extensive list of CUP will be well represented at the exhibition. Publications cover almost every level of study, and include resources packs as well as books.

Collins Publishers, Glasgow.

Their educational list covers nearly all subjects, but tends to concentrate on English, geography and social studies, and the middle and primary school age groups.

Among the recent publications are the Bill books, graded readers for five to eight-year-olds. Poetry Themes is a poetry book for 9 to 13s, six anthologies of about 40 poems.

Encyclopaedia Britannica International Ltd, London.

The 15th edition, Britannica 3, which was introduced in 1974, comprises three parts: the Micropedia (10 volumes of ready reference and knowledge in depth), and the Propedia (single volume outline of knowledge and guide to topics).

ESA Creative Learning Ltd, Harlow, Essex.

This firm produce play and learning materials, as well as classroom equipment, musical instruments and stationery. Main areas covered are mathematics, science, reading and art. There are also plenty of large adventure playthings.

A fairly recent addition to the range is the Tobin colour music system, devised by Candida Tobin.

Evans Brothers (Books) Ltd, London.

The range includes educational series on English, science, history, music and arts and crafts. Also books for West Indian children with language difficulties.

Field Enterprises Educational Corporation, Croydon, Surrey.

Field Enterprises' main product is the World Book Encyclopedia, whose editorial director is Dr William H. Naught. The encyclopedia is designed for a secondary school age upwards, although the publishers say that its scope is broader than this might suggest.

Fish and Faber, London.

Fisher will be displaying a range of books for infant, primary and middle schools, with selection of material for the secondary age group. These include fiction and information books with emphasis on craft, music and environmental studies.

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Longman Group, Harlow, Essex.

For teaching English language, Longmans have a number of titles including two new courses. Go and Strategies. Go is for the youngest learners of English. It presents the language through games, activities and songs.

Science Research Associates Ltd, Henley on Thames, Oxfordshire.

Specialists in reading and language aids, such as activity cards, "learning laboratories" and word games. They also produce materials for developing arithmetical and computational skills.

Taskmaster Ltd, Leicester.

Materials for mathematics teaching, the speciality of Taskmaster, and they produce number, shape, area, measurement and volume equipment mainly for infant and junior schools. Their range of development learning materials for remedial and special education has been increased by more than 40 items.

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Towards Mathematics is a programme for children aged seven to 12 years old. Mathematics for the Majority is a series of 13 to 16 age-group from material written by teachers.

English books include dictionaries for all age ranges, Cassell's Geography is Scholastic and Sime's new series for CSE level studies.

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PRIMARY Headships continued from page 26

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Royal County of BERKSHIRE

SENIOR YOUTH AND COMMUNITY WORKER

£3,771-£4,248 p.a.

Applications are invited from suitably qualified Youth and Community Workers or teachers for the post of Senior Youth and Community Worker at Slough. Comprehensive in-service training and personal supervision provided.

Initial lodging allowance and assistance with removal expenses may be given.

Application forms from the Director of Education (YCS), Kennel House, Kings Road, Reading RG1 3BL. Closing date: 30th April, 1976.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT



YOUTH WORKER

£3,771-£4,248

Ashford Division

Applications are invited from suitably qualified Youth Workers. The post offers interesting opportunities for work with young people in statutory and voluntary clubs and organizations.

In-service training provision.

Assistance with removal, lodging, resettlement and legal expenses in approved cases.

Application form and further details from the Divisional Education Officer, Education Office, Elwick Road, Ashford.

HAMPSHIRE

MID HANTS AREA

YOUTH TUTORS

Amery Hill School, Amery Hill, Alton
Telephone: Alton 84545

Petersfield School, Cranford Road, Petersfield
Telephone: 3118

Miln Chase School, Bordon, Hants
Telephone: Bordon 2132

Applications are invited for the posts of Youth Tutor at these schools. Qualified Teachers should have completed the probationary year and have some previous experience of working with young people (14-18 years of age) in their leisure time.

Salary Burnham Scale 11, £2,855-£4,212.

Assistance with removal expenses in approved cases. Details and application forms from the Headmaster of each school.

JERSEY EDUCATION COMMITTEE

YOUTH SERVICE

We are seeking to recruit a Youth and Community Worker for a new appointment to specialise in Youth Work—West of the Island.

The worker will be based at the New Communities Centre, sponsored jointly by the Anglican/Methodist Church, and will have responsibility to support and co-ordinate youth work in the Area. This is an exciting and challenging post calling for flexibility in skills, imagination and ability to work hard.

Salary: Qualified, £2,172-£3,537; Unqualified, £1,888-£2,313.

For further information and application forms apply quoting 'Application A'. The Director of Education, P.O. Box 142, Education Department, Highlands, St. Saviour, Jersey.

YOUTH AND COMMUNITY SERVICE continued

LONDON, S.W.7

Sumner Vocational Centre:
YOUTH LEADERS / LANGUAGE TEACHERS/HOSTS for organisation of Social and Sports activities. The post involves a high degree of initiative and responsibility. Candidates must be fluent in English and have experience of working with young people. Salary: £2,855-£4,212 p.a.

NEWILAM
(London Borough of)
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
Salary range £4,389 to £4,876 per annum

Applications are invited from qualified and experienced youth and community workers or teachers for the post of Youth and Community Worker at Newilam. The post involves a high degree of initiative and responsibility. Candidates must be fluent in English and have experience of working with young people. Salary: £4,389-£4,876 p.a.

Application forms from the Director of Education (YCS), Kennel House, Kings Road, Reading RG1 3BL. Closing date: 30th April, 1976.

NORTHAMPTONSHIRE COUNTY COUNCIL
EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
Salary range £4,389 to £4,876 per annum

Applications are invited from qualified and experienced youth and community workers or teachers for the post of Youth and Community Worker at Northamptonshire. The post involves a high degree of initiative and responsibility. Candidates must be fluent in English and have experience of working with young people. Salary: £4,389-£4,876 p.a.

Application forms from the Director of Education (YCS), Kennel House, Kings Road, Reading RG1 3BL. Closing date: 30th April, 1976.

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CYPRUS

THE ENGLISH SCHOOL
Nicosia
Applications are invited for the post of Headmaster of English as from September, 1976.

This is a selective secondary co-educational school of high academic standards. The school is situated in Nicosia, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

Applicants should send a recent photograph, and giving the name and address of a referee, to the Headmaster by 25th April.

THE ENGLISH INSTITUTE
Applications are invited for SEVEN posts of TEACHERS OF ENGLISH as from September, 1976. The Institute is a private school for boys and girls, and all classes are held on the premises. The school is situated in Nicosia, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

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WEST INDIES ALEXYNE SCHOOL
Bellepaine, St. Andrew, Barbados
Applications are invited for SEVEN posts of TEACHERS OF ENGLISH as from September, 1976. The school is a private school for boys and girls, and all classes are held on the premises. The school is situated in Bellepaine, St. Andrew, Barbados, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

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GRADUATES or suitably qualified persons to teach the following subjects in the following schools:

(1) HISTORY, SPANISH,
(2) METALWORK, and ELECTRICITY (Domestic and Mechanical).
Salary: £2,855-£4,212 p.a.

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UNIVERSITY
Applications are invited for the post of Headmaster of English as from September, 1976.

This is a selective secondary co-educational school of high academic standards. The school is situated in Birzita, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

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AFRICA

TEACHERS OF ENGLISH
Applications are invited for the post of Headmaster of English as from September, 1976.

This is a selective secondary co-educational school of high academic standards. The school is situated in Africa, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

Applicants should send a recent photograph, and giving the name and address of a referee, to the Headmaster by 25th April.

THE ENGLISH INSTITUTE
Applications are invited for SEVEN posts of TEACHERS OF ENGLISH as from September, 1976. The Institute is a private school for boys and girls, and all classes are held on the premises. The school is situated in Africa, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

Applicants should send a recent photograph, and giving the name and address of a referee, to the Headmaster by 25th April.

WEST INDIES ALEXYNE SCHOOL
Bellepaine, St. Andrew, Barbados
Applications are invited for SEVEN posts of TEACHERS OF ENGLISH as from September, 1976. The school is a private school for boys and girls, and all classes are held on the premises. The school is situated in Bellepaine, St. Andrew, Barbados, and about 15 other nationalities are presently studying there. The school offers a wide range of extra-curricular activities, and strong emphasis is placed on the English language.

Applicants should be graduates of a British University, and preferably have a degree in Education. A 'T' qualification and/or experience in the field of English will be an advantage. Salary will be commensurate with qualifications and experience.

Applicants should send a recent photograph, and giving the name and address of a referee, to the Headmaster by 25th April.

GRADUATES or suitably qualified persons to teach the following subjects in the following schools:

(1) HISTORY, SPANISH,
(2) METALWORK, and ELECTRICITY (Domestic and Mechanical).
Salary: £2,855-£4,212 p.a.

Applicants should send a recent photograph, and giving the name and address of a referee, to the Headmaster by 25th April.

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THE TIMES EDUCATIONAL SUPPLEMENT 16.476

The British Council

invites applications for the following posts:

ELT Adviser (Mali)

Ministry of Education, Institut Pédagogique National, Bamako
Teacher training, in-service training, materials production, co-ordination of ELT. Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience, good knowledge of French essential.
Salary: £5,001-£6,845 p.a.
Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract.
76 HE 13

Primary ELT Specialist (Cameroon)

Ministry of National Education, Yaounde
Member of a team concerned with the introduction of English in Francophone Primary Schools. To train teachers and prepare materials. Degree in English or modern languages, postgraduate TEFL qualification, primary experience and knowledge of French essential. Experience of teacher training and production of supplementary materials desirable.
Salary: £4,389-£6,845 p.a.
Benefits: overseas and children's allowances; free accommodation. Two-year contract, renewable.
75 HE 12

Teaching Adviser (Brazil)

Secretaria de Cultura de Cultura Inglesa, Rio de Janeiro
Graduate with TEFL qualification and experience.
Salary: £5,254 p.a.
Benefits: annual bonus £750; outfit grant; medical scheme. Two-year contract, renewable.
76 UO 60

Reader in English Literature (Poland)

University of Lodz
Good honours degree; research experience; preferably doctorate and published work.
Salary: £6,429-£8,141 p.a.
Benefits: overseas allowances. One-year contract, renewable.
76 CU 28

Heads of English Departments (Yemen)

Al Thawra Secondary School for Boys, Hodeida
General Abdul Nassar Secondary School for Boys, Sana'a
Candidates, men only, must have British educational background. A degree, preferably in English or modern languages, and/or a Teachers' Certificate, together with a TEFL qualification and 3 years' experience are essential.
Salary: £3,468-£4,563 p.a.
Benefits: free furnished accommodation; overseas and children's allowances. Two-year contracts, renewable.
76 AS 6
76 AS 7

Lecturers in English (Saudi Arabia)

Faculty of Medicine, University of Riyadh
Candidates (2 male, 2 female) must have a degree and a diploma or experience in TEFL.
Salary: Saudi Riyals 38,880 p.a. minimum (£5,760 at current rate). No local tax.
Benefits: free accommodation. One-year contract, renewable.
76 AU 24-27

Teacher of English (Brazil)

Secretaria de Cultura de Cultura Inglesa, Rio de Janeiro
Single graduate or college trained teacher; TEFL qualification and experience desirable.
Salary: £4,320-£6,060 p.a.
Benefits: annual bonus £750; outfit grant; medical scheme. Two-year contract, renewable.
76 HO 58

Budhanilkantha School, Kathmandu (Nepal)

Boys' Boarding School
3 posts; Bursar, Head of Science Department, Teacher of General Subjects (English and PE).
Bursar—administrative and accounting ability; Head of Science—qualified teacher preferably graduate with experience of modern science teaching; General Subjects Teacher—qualified teacher preferably graduate, single. British citizens.
Salary: Bursar: £5,085-£5,871 p.a.
Head of Science: £4,251-£5,268 p.a.
General Subjects Teacher: £3,120-£4,563 p.a.
Benefits: overseas and children's allowances; free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract, renewable.
76 US 65-67

Teacher of Nuffield Biology (Brazil)

St. Paul's School, Sao Paulo
Qualified teacher with 3 years' experience.
Salary: £4,645-£5,915 p.a.
Benefits: overseas and accommodation allowances; medical scheme; superannuation. Two-year contract, renewable.
76 US 70

Teachers Commercial Subjects (Kuwait)

Kuwait Business Institute
6 Teachers of Office Practice
6 Teachers of Computer Science
UK citizens, male and female, with degree or appropriate professional qualification and relevant teaching experience. Some practical experience required for Office Practice posts.
Salary: £5,143 p.a. (approx), tax free.
Benefits: free furnished accommodation; car and living allowances. Two-year contract, renewable.
76 AO 29-37

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience, to the British Council, quoting reference number and title of post for which you are applying. Details and application forms from The British Council (Appointments), 65 Davies Street, London W1V 6AA.

COUNTY OF NORTH YORKSHIRE

AREA REMEDIAL ADVISORY

TEACHERS

FOUR POSTS

SALARY: BURNHAM SCALE 4

Applications for these newly established posts are invited from teachers with relevant qualifications and experience. These will include additional qualifications in the teaching of backward pupils, the teaching of reading or in some other related area. Teachers appointed will visit schools to teach pupils in need of extra help and will have oversight of a team of peripatetic remedial teachers within the area of the County. They will also advise school based and other remedial teachers. The teachers will be located in the Northallerton/Rothwell, York/Selby, Harrogate/Skipton and Scarborough/Whitby areas. Travel and subsistence allowances will be paid as appropriate.

Further particulars and application forms (to be returned by 28 April, 1976) from the County Education Officer, County Hall, Northallerton, DL7 8AE.

DIRECTOR OF EDUCATION

Salary Scale: £10,800-£11,634

This substantial Metropolitan District with a school population of approximately 68,000 with two Colleges of Further Education invite applications for the post of Director of Education.

Candidates must have substantial Management experience and should also be graduates with teaching experience.

Application forms available from the Chief Executive (Ref. JMM), Civic Centre, Millgate, Wigan, to whom completed application forms should be returned not later than Friday the 30th April, 1976.

Metropolitan Borough of WIGAN

YOUTH TUTOR

£3,357-£4,917 p.a.

Post Ref. EA 10876 (YC)/YES

Applications are invited from experienced, qualified teachers or youth workers for this post at Hildes Grammar School, a co-educational comprehensive Upper School (13-18 years - OEO on roll). Work will include maintaining contacts with young people outside the school and encouragement of residential experience and general leisure activities for present and past pupils of the School. Application forms to be returned to the Principal Youth and Community Officer, Further Education Division at the address shown below by 21st April 1976.

